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ABSTRACT

This resource manual contains conceptual and practical information about Iowa's Individualized Education Program (IEP) process and document. The resource manual's aim is greater consistency and higher quality in the implementation of the IEP process across Iowa. The manual is organized around the Iowa IEP prototype form, which consists of 10 pages that contain general information about the student, the parents/guardians, the type of IEP meeting, and meeting participants; student's present levels of educational performance; annual goal and objectives statements; extent of participation of the student in regular and special education; and information about special education support and related services, the justification of such services, and information pertaining to graduation, extended year special education, transition planning, and shortened school day. The manual is divided into five chapters, each corresponding to a major component of the IEP prototype form. Chapters cover authorizing legislation, present levels of educational performance, annual goals and short-term objectives, special educational support and related services, and transition planning. Each chapter begins with an overview and a list of key terms. At the end of each chapter, a completed example of the appropriate pages of the IEP is presented using a case study of a hypothetical fourth grader with a learning disability. Appendixes contain sample forms, check lists, transition planning information, a list of abbreviations, and a glossary. (32 references) (JDD)

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Iowa
IEP Resource Manual

Field Edition

January, 1992

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Edited by:

Jo M. Hendrickson
University of Iowa
Iowa City, Iowa

Iowa Department of Education
Bureau of Special Education
Des Moines, Iowa

and

Mountain Plains Regional Resource Center
Drake University
Des Moines, Iowa

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IOWA IEP RESOURCE MANUAL

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Preface

This manual is written in language which attempts to be consistent with P.L. 94-142, the Education for Handicapped Children Act of 1975, and its 1990 amendment, the Individuals with Disabilities Education Act (IDEA).

Chapter I

Introduction: The Individualized Education Program (IEP)

Primary Author:

Carl R. Smith, Administrator
Mountain Plains Regional Resource Center
Drake University
Des Moines, Iowa

Introduction: The Individualized Education Program (IEP)

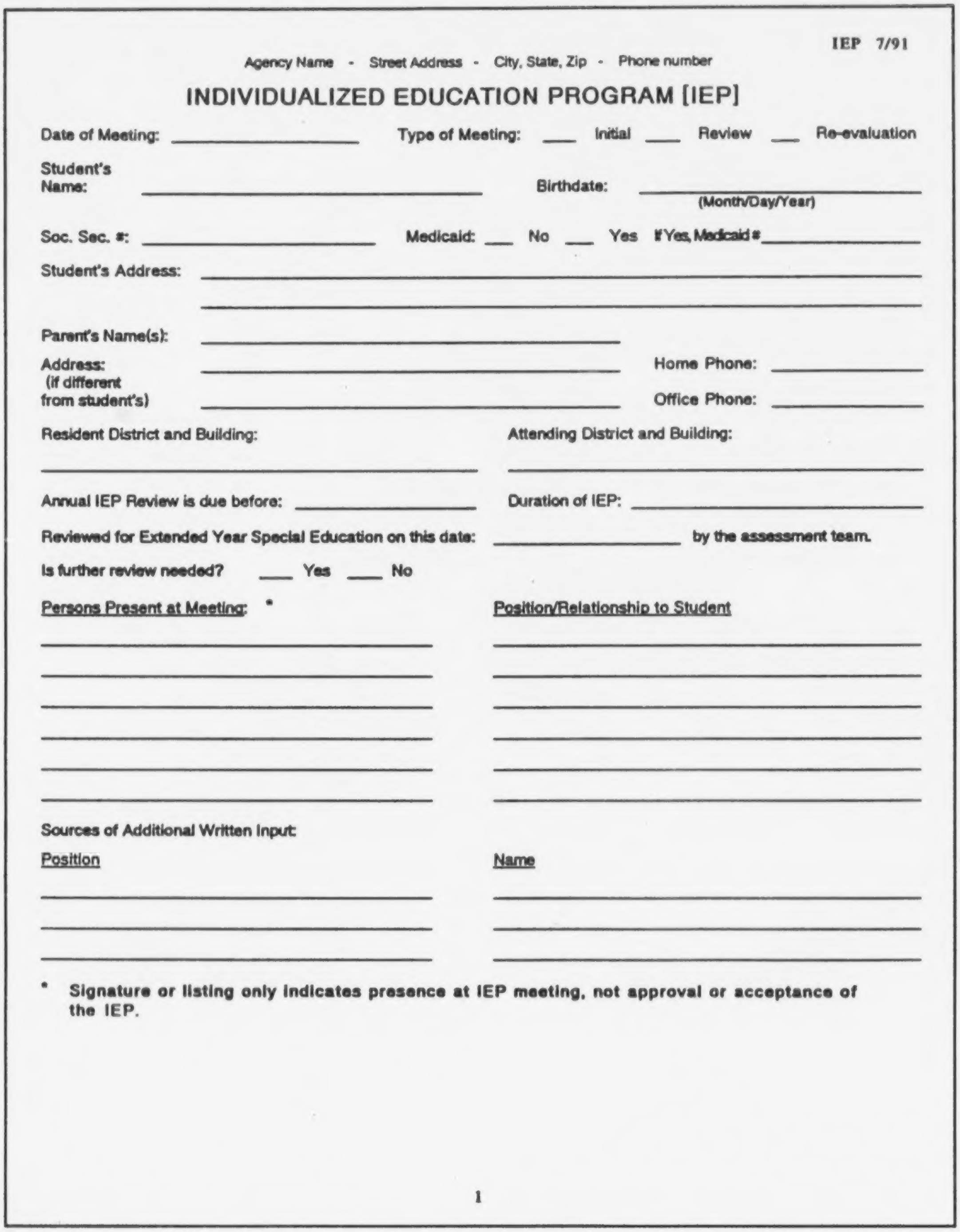
Overview of Chapter I

Chapter I provides a brief overview of the organization and purpose of this manual and each chapter. Chapter I focuses on the intent of legislation which authorizes the use of individualized education programs (IEPs) for students with disabilities. Particular attention is given to six factors related to the intent of the law: 1) communication, 2) conflict resolution, 3) commitment of resources, 4) program management, 5) compliance, and 6) evaluation. The current status of IEPs in Iowa is discussed. Finally, Chapter I introduces the Iowa prototype IEP form and explains how to complete page 1. It is hoped that this form or a similar format will be adopted by Iowa Area Education Agencies (AEAs) and local education agencies (LEAs). The Key Terms below are defined in the Glossary in Appendix M.

Key Terms

Code of Federal Regulations
Commitment of resources
Communication
Compliance
Conflict resolution
E H A
Evaluation
IDEA

IEP
Management
P.L. 94-142
Process
Product
Renewed Service Delivery System (RSDS)
Quality



IEP 7/91

Agency Name - Street Address - City, State, Zip - Phone number

INDIVIDUALIZED EDUCATION PROGRAM [IEP]

Date of Meeting: ____________ Type of Meeting: ___ Initial ___ Review ___ Re-evaluation

Student's Name: ____________ Birthdate: ____________ (Month/Day/Year)

Soc. Sec. #: ____________ Medicaid: ___ No ___ Yes If Yes, Medicaid # ____________

Student's Address: ____________

Parent's Name(s): ____________

Address: (if different from student's) ____________ Home Phone: ____________

Office Phone: ____________

Resident District and Building: ____________ Attending District and Building: ____________

Annual IEP Review is due before: ____________ Duration of IEP: ____________

Reviewed for Extended Year Special Education on this date: ____________ by the assessment team.

Is further review needed? ___ Yes ___ No

Persons Present at Meeting: *	Position/Relationship to Student

Sources of Additional Written Input:

Position	Name

* **Signature or listing only indicates presence at IEP meeting, not approval or acceptance of the IEP.**

1

Page 1 of the IEP form contains general information on the student and parents/guardians. Space is provided for the date and the type of IEP meeting. The school and district where the student resides and attends classes are noted. Page 1 includes the names of the persons who attended the IEP meeting and their relationship to the student.

Introduction: The Individualized Education Program (IEP)

The Purpose of the Iowa IEP Resource Manual

The Iowa IEP Resource Manual was developed to serve as a resource tool for individuals who may be involved or interested in the IEP process. The manual contains conceptual and practical information about the IEP process and IEP document. The Iowa IEP Resource Manual is intended to be a reference guide which gives detailed information on IEPs. By providing a prototype IEP, this resource manual, and other IEP training materials and services, it is hoped that greater consistency and higher quality will be achieved in the implementation of the IEP process across Iowa.

Iowa has been implementing the IEP requirements since 1975. To achieve and maintain excellence in the IEP process in the 1990s, to comply with the letter of the law, and to assure that students qualifying for special education in Iowa receive an appropriate education, many individuals (e.g., parents, students, regular educators, special educators, administrators, and other service providers) must be informed of the law, know the IEP process, and work together cooperatively.

In 1988 a compliance team from the U.S. Department of Education conducted an on-site visit of special education programs in Iowa. As part of this visit, the team reviewed IEPs of students served in special education programs and concluded that there were significant problems in some of these IEPs, particularly in the area of short-term objectives and evaluation criteria. This review led to a renewed commitment to improve the quality of the IEP process and IEP document in Iowa.

To accomplish this goal, a committee of educators, parents, and teacher educators from across the state, meeting on a regular basis, developed a prototype IEP form. The prototype form includes all compliance requirements as well as elements considered to be quality components of an IEP. Area Education Agencies (AEAs) and Local Education Agencies (LEAs) are encouraged to consider adopting it in its present form. AEAs and LEAs which decide to continue with their present IEP forms or develop a different format are reminded that the IEP process and IEP document must meet all compliance requirements of the law.

The Iowa IEP Resource Manual is the result of a series of activities. The ideas and feedback of a wide constituency of service providers, parents, and advocacy groups have been used in the development and formative evaluation of the present manual. Nationally recognized experts in the field of special education have contributed to the manual. Both the IEP prototype form and the Iowa IEP Resource Manual will be reviewed by the State Board of Education.

The prototype IEP, this manual, and IEP training activities in Iowa have been influenced by changes taking place in special education. In Iowa, the initiative known as the Renewed Service Delivery System (RSDS) has had an impact on the IEP process. The RSDS focuses on issues in education that were identified by over 4000 representatives from regular education, special education, parents, and advocacy groups. Three of the issues identified as problems that are especially pertinent to the IEP Resource Manual and the effort to improve services to Iowa students with disabilities include:

(1) Over-emphasis on standardized assessment techniques to determine whether a student is eligible for special education services--this manual stresses the importance of curriculum-based assessment as well as direct observation.

(2) Insufficient attention to the special education student's ability to generalize and to apply skills in daily living--this manual endorses the importance of teaching functional skills and ensuring that students have mastered priority skills.

(3) Evaluation of special education activities based upon program factors rather than student outcomes (Reschly, Robinson, & Ward, 1990)--this manual emphasizes that each individual student's needs and goals be the focus of the IEP process.

Organization of the Iowa IEP Resource Manual

The Iowa IEP Resource Manual is divided into five chapters, each corresponding to a major component of the IEP prototype form. The manual contains separate chapters on authorizing legislation (Chapter I), present levels of educational performance (Chapter II), annual goals and short-term objectives (Chapter III), special educational support and related services (Chapter IV), and transition planning (Chapter V).

Each chapter begins with an overview of the chapter and a list of the key terms which are introduced in the chapter. Key terms from each chapter are defined in the Glossary in Appendix K. Chapters I, II, III, and IV begin with a copy of pages 1, 2, 3 and 4, and 5, respectively, of the prototype IEP. The page(s) of the IEP discussed in each chapter is(are) introduced immediately after the Key Terms section of the chapter. At the end of the chapter, a completed example of the corresponding page(s) of the IEP is presented using a case study of a hypothetical student--Nathan, a fourth grader with a learning disability.

The IEP Resource Manual contains a number of appendices which include supplemental material to aid in understanding and implementing the IEP process.

Overview of the IEP Form

The Iowa IEP prototype form consists of five pages and includes all of the components of an IEP that are mandated by law (see Appendix C for a complete IEP form). The first page of the IEP form contains general information about the student, the parents/guardians, the type of IEP meeting, and the participants of the meeting. Page 2 of the IEP is dedicated to the student's present levels of educational performance (PLEP). Page 3 is reserved for writing the annual goal and objectives statements. Pages 2 and 3 may be duplicated to allow sufficient space for writing PLEPs, annual goals, and short-term objectives. Page 4 of the IEP is used to designate the extent of participation of the student in regular and special education. Page 4 has a section for describing the instructional program, including the modifications made to enable the student to participate in regular education. Page 5 of the document is designed to contain information about special education support and related services, the justification of such services, and information pertaining to graduation, extended year special education, transition planning, and shortened school day.

Completing the IEP

The first page of the IEP form is largely self-explanatory and a completed example of page 1 can be found on page 14. Key elements and definitions related to page 1 of the form are presented below.

Type of meeting. Three types of meetings are held by the IEP team, and these are listed in the upper right hand side of page 1. The initial meeting is the time at which the first IEP is prepared. A review meeting is for a student who already is served in special education; it is held once a year to prepare a new IEP. A re-evaluation meeting usually corresponds in time with the three year re-evaluation requirements of the law. However, a comprehensive re-evaluation also may be held any time at the request of parents.

Persons present at meeting. This section documents who attended the IEP meeting. A list of names or signatures may be used in this section. Signatures or names only indicate an individual's presence at an IEP meeting, they do not connote approval or acceptance of the IEP. Often a parent may wish to have a relative or another person accompany him or her to the IEP meeting. Appendix A contains suggestions for parents preparing for an IEP meeting. Similarly, many regular (general) education teachers may be participating in the IEP process for the first time or have not had extensive experience being on an IEP team. For this reason, suggestions for general education teachers who are preparing for an IEP meeting are located in Appendix B.

Sources of additional written input. The IEP team (often called the staffing team or multidisciplinary team) may take into consideration information from outside sources such as independent evaluators in preparing the IEP document. Sources of information from persons not present at the IEP meeting are noted at the bottom of page 1.

Finally, space has been left at the bottom of page 1 for AEAs and LEAs to add information they may desire. In addition, many AEAs and LEAs prepare a cover sheet for the IEP. Cover sheets often contain information on the student's classification, services being provided, teachers and other service providers, and so on.

Public Law (P.L.) 94-142 and The Individuals with Disabilities Education Act (IDEA)

The passage of P.L. 94-142, The Education of All Handicapped Children Act (EHA), in 1975 represented a significant milestone in securing an appropriate education for students with disabilities. According to the act:

> It is the purpose of this Act to assure that all handicapped children have available to them . . . a free appropriate public education which emphasizes special education and related services designed to meet their unique needs, to assure that the rights of handicapped children and their parents or guardians are protected, to assist States and localities to provide for the education of all handicapped children, and to assess and assure the effectiveness of efforts to educate handicapped children (P.L. 94-142, Sec. 601c).

According to Strickland and Turnbull (1990), P.L. 94-142 established six principles governing programs and services for students with disabilities. These include provision of appropriate programs and services, nondiscriminatory evaluation, providing programs and services in the least restrictive environment (LRE), procedural safeguards, parental participation, and the individualized education program (IEP). The sixth principle, the individualized education program (IEP), is the focus of this document. The IEP requirement is defined in recent federal legislation, The Individuals with Disabilities Education Act, (IDEA, 20 U.S.C. Chapter 33) in the following manner:

> The term 'individualized education program' means a written statement for each child with a disability developed in any meeting by a representative of the local educational agency or an intermediate educational unit who shall be qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities, the teacher, the parents or guardian of such child, and, whenever appropriate, such child, . . .

Every IEP Must Include:

1. the student's present levels of educational performance (PLEP),
2. annual goals and short-term objectives for reaching the goals,
3. the specific educational services to be provided and the extent of participation in regular education,
4. the transition services (beginning no later than age 16 and continuing annually thereafter) and, the interagency responsibilities and/or linkages before the student leaves school,
5. the projected date for beginning services and the length of time the services will be provided, and
6. appropriate objective criteria and evaluation procedures; and, schedules for determining at least annually whether instructional objectives are being met.

The federal regulations go on to state: "In the case where a participating agency, other than the educational agency, fails to provide agreed upon services, the educational agency shall reconvene the IEP team to identify alternative strategies to meet the transition objectives." In Iowa, transition planning is required to begin for students 14 years of age. This means earlier interagency collaboration and the need for school personnel to monitor and ensure that all services, regardless of the agency, are being delivered.

The Intent of the Law

The IEP is both a process and a product. The process centers around the IEP meeting when parents, school personnel, and other service providers are expected to make joint decisions. The product is the IEP document which is the written record of the decisions made at the IEP meeting. The IEP meeting and IEP document are the heart of the entire special education process. Champagne (1990) states:

> This is where the evaluation is given meaning, where the parents and professionals of various disciplines bring their insights together, where education is designed, where

> individualization is allowed to flourish, where expectations are reduced to writing, where benchmarks for progress are made explicit, and where the stage for a placement decision is set (p. 25).

While it is beyond the scope of this document to go into a detailed discussion of the legal intent of the IEP document, the purposes of the IEP as stated in the Code of Federal Regulations will be reviewed briefly. Six key concepts will be discussed: 1) communication, 2) conflict resolution, 3) commitment of resources, 4) program management, 5) compliance, and 6) evaluation.

1. *COMMUNICATION: The IEP meeting serves as a communication vehicle among the student, parents, school personnel, and others, and enables them as equal participants, to decide jointly what the student's needs are, what services will be provided to meet those needs, and what the anticipated outcomes are.*

Webster's (1971) dictionary defines equal as ". . . like in quality, nature, or status . . ." (p. 280). Equal status suggests that although parents may enter the IEP process with less experience than many other team members, they are to be accorded equality and the respect accorded other members. Parents and other family members have a long-term perspective and unique relationship to and understanding of the student. Rhodes (1979) recognized this relationship when he pointed out that parents, ". . . are the people who have to live with the client . . . over a lifetime."

Open and on-going communication between and among parents, educators, and other service providers is essential for the IEP process to work as it was intended. Each of these parties brings to the IEP meeting important information. Different opinions and different points of view are meant to surface and be resolved during the IEP team meeting. By sharing information, the parents, the school, and other service providers are able to develop a more comprehensive, functional IEP for the student. Respecting parents as equal partners in all aspects of the process is a must; mutual respect and cooperation is crucial to meeting the spirit and intent of the law. Creating partnerships with parents often means teachers, psychologists, administrators, and others will do their jobs differently than in the past.

Open communication also is essential among educators and professionals from different disciplines. As increasing numbers of students with disabilities are served in mainstream settings (i.e., regular education), the roles of regular (general) and special education teachers, and other service providers are changing. These individuals are called upon to work cooperatively and collaboratively with each other and with families throughout the school year. To do so effectively on behalf of students with disabilities, clear communication among faculty, administrative personnel, and other service providers is essential.

2. *CONFLICT RESOLUTION: The IEP process provides an opportunity for resolving any dissenting opinions between the parents and the agency concerning the special education needs of a student with a disability; first through the IEP team meeting, and second, if necessary, through due process protections that are available to the parents.*

The IEP process allows for discussion and resolution of differences. When parents and members of the IEP team fail to resolve their differences within the IEP meeting, due process may be employed. As Strickland and Turnbull (1990) note:

> Parents . . . have the right to request a due process hearing to present formal complaints if they do not consider the IEP to be appropriate, if they believe good faith efforts are not being made to assist the student in accomplishing the goals and objectives of the IEP, or if special education and related services are not being provided in accordance with the specifications of the IEP (p. 14-15).

School personnel must inform parents of their right to a hearing and due process procedures. Parents must be informed of their rights to file a minority (dissenting) opinion in regard to the IEP. Certainly, communication skills and conflict resolution go hand-in-hand. Without clear communication among IEP team members, conflict is likely to arise. To avoid and resolve conflict, all parties must be able to openly state their viewpoints, respect dissenting opinions, and share information about the student.

3. *__COMMITMENT OF RESOURCES__: The IEP sets forth in writing a __commitment of resources__ necessary to enable a student with a disability to receive needed special education and related services.*

According to Education of the Handicapped Regulations (EHA)(300.344), the staffing team (i.e., IEP team) must include a representative of the public agency, other than the student's teacher, who, is qualified to provide, or supervise the provision of, special education. According to the U.S. Department of Education (DAS Information Bulletin #64, 1980):

> A first consideration in selecting the agency representative is the need to insure that whatever services are agreed upon at the meeting will actually be provided and the IEP will not be "vetoed" at a higher administrative level within the agency. Thus, the person selected should have the authority to commit agency resources (i.e. to make decisions about the specific special education and related services that the agency will provide to a particular child).

In short, the IEP meeting must be attended by someone who can commit resources on behalf of the student. The IEP is a legal obligation the district must uphold in regard to the provision of services.

4. *__PROGRAM MANAGEMENT__: The IEP is a __management tool__ that is used to ensure that each student with a disability is provided special education and related services appropriate to the student's special learning needs.*

The concept of a "management tool" suggests that the IEP guide the planning of intervention services. The "general direction" thrust of the IEP is seen in in the Code of Federal Regulations. For example,

> The IEP...is...not required to cover areas of the student's education beyond special education.
>
> The IEP...is not intended to be (as) detailed...as an instructional plan.
>
> The IEP...sets the general direction to be taken by those who implement the IEP.
>
> The IEP...serves as the basis for developing a detailed instructional plan...

5. *COMPLIANCE: The IEP is a compliance monitoring document which may be used at each governmental level to determine whether a student with a disability is receiving the free appropriate public education agreed to by the parents and school.*

Various levels of government have the responsibility of monitoring the implementation of IEPs. IEPs and compliance were seen as so important that originally the 1973 Senate bill proposed that all IEPs be forwarded to:

> . . . the U.S. Commissioner of Education for review. The idea of detailed control oversight was abandoned when it was realized that the requirement entailed sending some eight million IEPs to Washington each year (Neal & Kirp, 1986, p. 350).

Rather than implementing a federal review procedure, Congress built into The Education of All Handicapped Children Act strong due process rights for parents who wished to challenge their son or daughter's education program. Furthermore, the law stated that it was the responsibility of states and intermediate agencies to assure that programs were implemented as intended. Although compliance is an important concern, it is recognized that an over-emphasis on compliance can be detrimental to the IEP process. Kirp and Jensen (1986) note that compliance-oriented districts tend to a) have more legal conflicts, b) view the IEP process as a "signature gathering exercise," c) give priority to correct paperwork and district flexibility, d) exhibit an overly cautious attitude, and e) have parents who come to IEP meetings with attorneys. In contrast to this pattern, districts with less legal conflict have staff who willingly cooperate in behalf of the student and are more likely to try different service delivery models.

The IEP is not a contract. The IEP does not guarantee that a student will reach all his/her annual goals and objectives. Although the school is accountable for reviewing and revising the IEP to ensure it represents an appropriate program, Strickland and Turnbull (1990) note that the IEP:

> . . . is not a performance contract constituting a guarantee that the student will necessarily accomplish all goals and objectives included on the IEP within a particular time period. Regulations governing the implementation of P.L. 94-142 do not require that the agency, teacher, or other person responsible for the student's program be held accountable if the IEP is implemented as written and the student does not achieve the growth projected on the IEP (Federal Register, 1977).

As noted earlier the State of Iowa was reviewed recently regarding compliance issues and the IEP. The major compliance concern reported by the review team related to evaluation and, therefore, it is especially important for everyone on an IEP team in Iowa to pay careful attention to the evaluation aspects of the IEP.

> 6. *EVALUATION: The IEP serves as an evaluation device for determining the extent of the student's progress toward meeting the projected outcomes.*

Evaluation is a critical element of the IEP process. It means that schools are required to measure the impact of their programs and services and to make adjustments if the student is not progressing toward the projected outcomes. Stephenson's (1989) evaluation questions are helpful for IEP teams. They have been are modified slightly and are listed below:

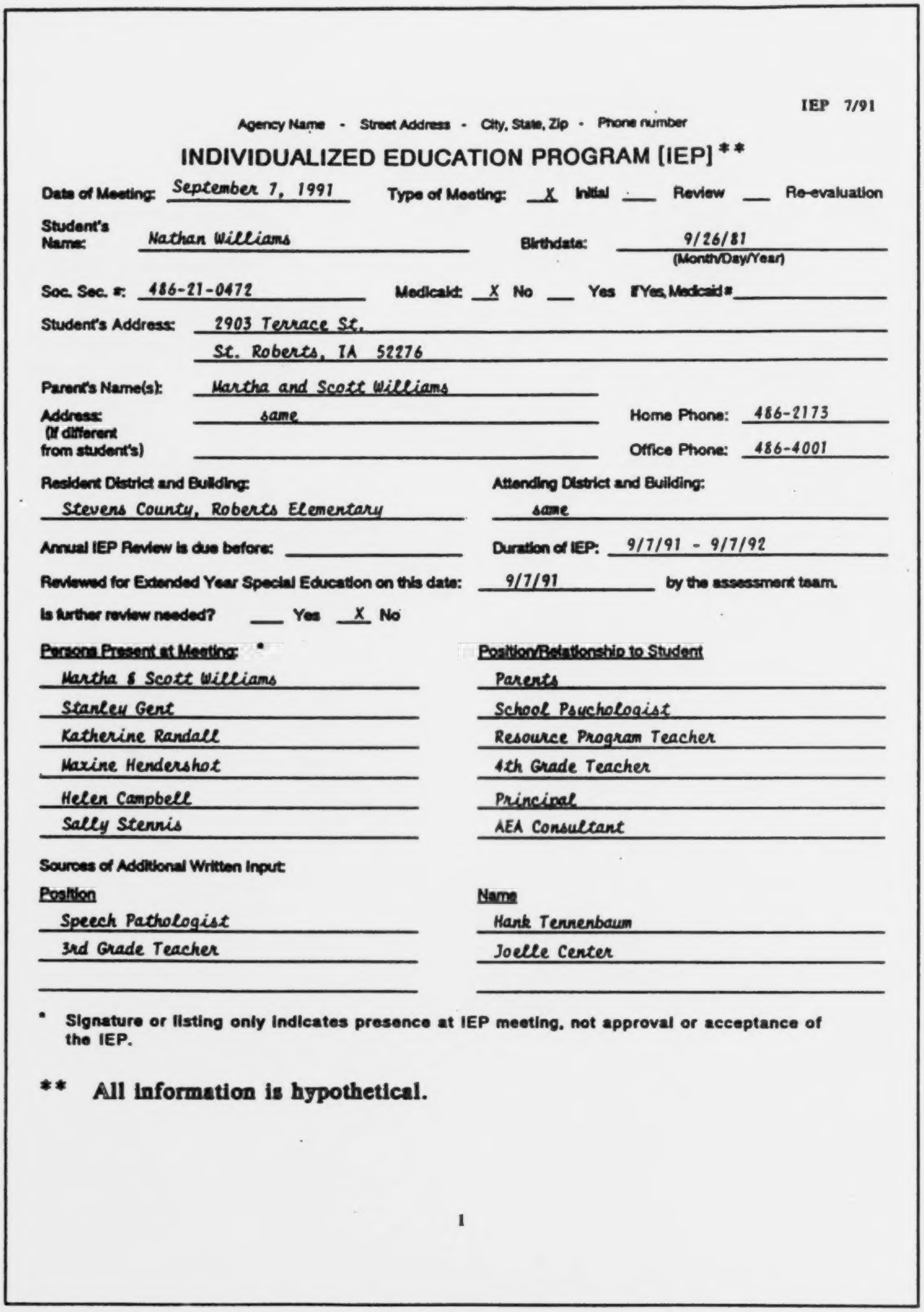
1. Are goals and objectives which are measurable, relevant, and appropriate to the student's needs in (pre)academic, behavioral, and functional skill areas identified?
2. Is the student achieving these goals and objectives?
3. Do all on-going monitoring procedures lead to appropriate long-term outcomes?
4. Are changes in the instructional program and/or IEP made after evaluating student data?

The IEP is not a guarantee of results, however, agencies and teachers are expected to make good faith efforts to assist the student in achieving the goals and objectives listed on the IEP.

This manual attempts to separate for the reader those elements of the IEP process and document that are required (i.e., compliance) from those elements that are considered best practice today. Best practice is defined as consideration of factors which affect the design of IEPs and maximize the potential of the student with a disability. Best practice factors typically go beyond minimum standards for providing special education and related services (Stephenson, 1989). Stephenson suggests that best practice may be facilitated by taking a long-term perspective. He points out that although the IEP team must plan an educational program which incorporates annual goals, team members must look beyond one year. Team members must not loose sight of exit criteria and the student's right to become independent of special education.

Summary

In Chapter I, the purpose of the Iowa IEP Resource Manual, its organization, and aspects of the law related to the IEP process were presented. In particular, six functions of IEPs were stressed-- 1) communication, 2) conflict resolution, 3) commitment of resources, 4) program management, 5) compliance, and 6) evaluation. The Iowa prototype IEP form was introduced, and page 1 of the form was described in some detail. The last page of this chapter presents page 1 of an IEP completed for a hypothetical student.



IEP 7/91

Agency Name - Street Address - City, State, Zip - Phone number

INDIVIDUALIZED EDUCATION PROGRAM [IEP]**

Date of Meeting: September 7, 1991 **Type of Meeting:** X Initial ___ Review ___ Re-evaluation

Student's Name: Nathan Williams **Birthdate:** 9/26/81 (Month/Day/Year)

Soc. Sec. #: 486-21-0472 **Medicaid:** X No ___ Yes If Yes, Medicaid # ______

Student's Address: 2903 Terrace St.
St. Roberts, IA 52276

Parent's Name(s): Martha and Scott Williams

Address: (If different from student's) same **Home Phone:** 486-2173

Office Phone: 486-4001

Resident District and Building: Stevens County, Roberts Elementary

Attending District and Building: same

Annual IEP Review is due before: ______

Duration of IEP: 9/7/91 - 9/7/92

Reviewed for Extended Year Special Education on this date: 9/7/91 **by the assessment team.**

Is further review needed? ___ Yes X No

Persons Present at Meeting: *	Position/Relationship to Student
Martha & Scott Williams	Parents
Stanley Gent	School Psychologist
Katherine Randall	Resource Program Teacher
Maxine Hendershot	4th Grade Teacher
Helen Campbell	Principal
Sally Stennis	AEA Consultant

Sources of Additional Written Input:

Position	Name
Speech Pathologist	Hank Tennenbaum
3rd Grade Teacher	Joelle Center

* **Signature or listing only indicates presence at IEP meeting, not approval or acceptance of the IEP.**

** **All information is hypothetical.**

1

Chapter II

Present Levels of Educational Performance (PLEP)

Primary Author:

Dena Goplerud, Consultant
Parent-Educator Connection Program
Drake University
Des Moines, Iowa

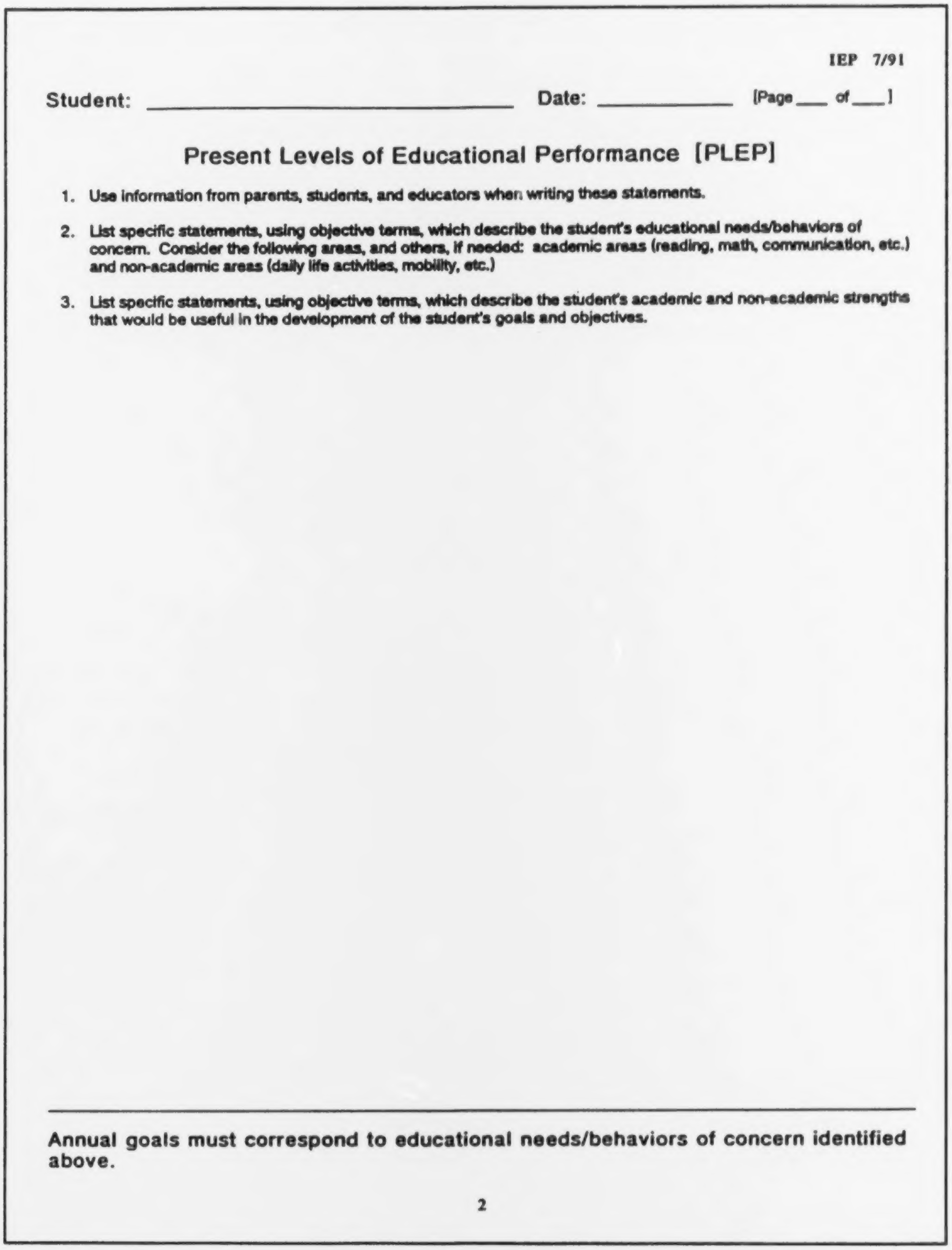
Present Levels of Educational Performance (PLEP)

Overview of Chapter II

Chapter II provides the reader with detailed information about present levels of educational performance (PLEP). The PLEP is the link between the evaluation process and the annual goals and objectives statements (see Chapter III). The PLEP is written by the IEP team and provides the information base from which educational decisions about the student are made. Numerous examples of PLEP statements are provided as well as a checklist for guiding the IEP team in writing a student's PLEP. The Key Terms below are defined in the Glossary in Appendix M.

Key Terms

Academic areas
Curriculum-based statements
Direct relationship
Individualized
Measurable
Non-academic area
Objective
PLEP
Stranger Test



IEP 7/91

Student: ______________________ Date: __________ [Page ___ of ___]

Present Levels of Educational Performance [PLEP]

1. Use information from parents, students, and educators when writing these statements.
2. List specific statements, using objective terms, which describe the student's educational needs/behaviors of concern. Consider the following areas, and others, if needed: academic areas (reading, math, communication, etc.) and non-academic areas (daily life activities, mobility, etc.)
3. List specific statements, using objective terms, which describe the student's academic and non-academic strengths that would be useful in the development of the student's goals and objectives.

Annual goals must correspond to educational needs/behaviors of concern identified above.

2

The second page of the prototype IEP is for writing the student's present levels of educational performance. Input from all members of the IEP team is used to write the PLEP. The PLEP is based on observations, formal and informal assessment data, and self-report. The PLEP is the bridge between assessment and the annual goals and objectives. More than one sheet may be used.

Present Levels of Educational Performance (PLEP)

What Is Meant by Present Levels of Educational Performance (PLEP)?

PLEP statements describe how the student is doing, or performing, now in the areas affected by his/her disability. The PLEP is the bridge between the evaluation process, which resulted in the student being identified as needing special education, and the goals and objectives which outline the student's educational program. The PLEP is written on page 2 of the prototype IEP form (see page 16 and Appendix C). Information used to create PLEP statements may come from several sources--the IEP team members including the parent or guardian, formal and informal assessment data, observations by teachers and other professionals, the student, and the student's file.

If a student is eligible for special education, the evaluation process will have identified areas in which he/she needs specially designed instruction--instruction significantly different from that usually provided to students without disabilities. The PLEP contains specific statements that describe the student's needs in problem, or affected, areas where specially designed instruction will be necessary. These may be academic (e.g., reading, math, communication) or non-academic (e.g., daily life activities, social skills, mobility) areas. The PLEP must address each priority area identified as a problem, or an affected area, during the evaluation process. Statements of student needs (i.e., what the learner can and cannot do in the areas affected by his/her disability) form the basis for the goals and objectives. The Code of Federal Regulations (CFR) states that each problem identified in the PLEP must be addressed in the goals and objectives section of the IEP. The PLEP also provides a benchmark for the team to set the criteria for determining when the goals and objectives have been met (Strickland & Turnbull, 1990). Thus, the PLEP serves as a bridge between the multidisciplinary evaluation and the goals and short-term objectives.

Because the PLEP is the bridge between the evaluation process and the specially designed educational program, the evaluation procedures used must do more than simply identify or classify the student. The evaluation must provide relevant, practical information that will help the IEP team develop the student's educational program. Strickland and Turnbull (1990) recommend the use of evaluation procedures which provide information that will be necessary in program planning. (See Appendices A and B for Parent and Teacher IEP Planning Suggestions.)

In their book, Developing and Implementing Individualized Education Programs, Strickland and Turnbull (1990) describe a process that an IEP team can follow to identify the problem areas. Based on their recommendations, it is suggested that the IEP team:

1. Review the evaluation results and determine general problem areas where specifically designed instruction will be needed.
2. Identify the specific skills in each problem area upon which the student needs help. For example, if reading is a problem area, the specific skills to consider might include vocabulary development, comprehension, and word-attack. Motor development could be divided into fine and gross motor skills. Language difficulties might be classified as receptive and expressive; behavior problems might be related to adults or peers, and so on across the academic and non-academic areas.
3. For each specific skill identified for intervention, statements of how the student currently is functioning/performing in that area should be written.

What must a PLEP Include?

Federal regulations provide guidelines for completing the PLEP. Question 36, in Appendix C, Title 34, C.F.R., Part 300 asks what should be included in the statement of the student's present levels of educational performance. The regulations are stated below ("student" has been inserted to replace "child"):

The PLEP Statement

The statement of present levels of educational performance will be different for each student with a disability. Thus, determinations about the content of the statement for an individual student are left to the discretion of participants in the IEP meetings. However, the following points should be taken into account in writing the PLEP:

Effect of Disability

a. The statement should accurately describe the effect of the student's disability on the student's performance in any area of education that is affected, including (1) academic areas (reading, math, communication, etc.) and (2) non-academic areas (daily life activities, mobility, etc.).

NOTE: Labels such as "mentally retarded" or "deaf" may not be used as a substitute for the description of present levels of educational performance.

Objective, Measurable Terms

An Explanation of Test Scores

b. The statement should be written in objective, measurable terms, to the extent possible. Data from the student's evaluation is a good source of such information. Test scores that are pertinent to the student's diagnosis might be included, where appropriate. However, the scores should be (1) self-explanatory (i.e. they can be interpreted by all participants without the use of test manuals or other aids), or (2) an explanation should be included. Whatever test results are used should reflect the impact of the disability on the student's performance. Thus, raw scores usually are not sufficient.

Direct Relationship to Other IEP Components

c. There should be a direct relationship between the present levels of educational performance and the other components of the IEP. Thus, if the statement describes a problem with the student's reading level and points to a deficiency in a specific reading skill, this problem should be addressed under both (1) goals and objectives and (2) specific special education and related services to be provided to the student.

The above statements address individualizing the PLEP for each student, the effect of the student's disability on academic and non-academic performance, the importance of using objective, measurable terms in PLEP statements, and the use of test scores. Figure 1 contains an example of a PLEP statement that can be examined as these four criteria are discussed.

Figure 1. Sample Quality Levels of Educational Performance Statement

IEP 7/91

Student: *Lucy Smith*
9th Grade, 16 years old

Date: *10/20/91* [Page *1* of *1*]

Present Levels of Educational Performance [PLEP]

1. Use information from parents, students, and educators when writing these statements.
2. List specific statements, using objective terms, which describe the student's educational needs/behaviors of concern. Consider the following areas, and others, if needed: academic areas (reading, math, communication, etc.) and non-academic areas (daily life activities, mobility, etc.)
3. List specific statements, using objective terms, which describe the student's academic and non-academic strengths that would be useful in the development of the student's goals and objectives.

The following has been determined by observing Lucy on the job, in the classroom, hallway and lunchroom; reviewing her classroom work; the results of 5 teacher-made and 8 end-of-the-unit tests that she took; and observations made by her parents.

Lucy can correctly identify long and short vowel sounds (a,e,i,o,u) and beginning and ending consonants (e.g., b, g) in words she can read when shown these words on flashcards. When she sees a new word, she cannot break the word apart and use word attack skills. Lucy cannot sound out blends (e.g., bl, pr). She separates each letter. She understands stories at the first grade reading level when she reads aloud. She writes sentences 4 or 5 words long but often uses the wrong verb tense and misspells most words. She can identify individual letters written in cursive but can not read words written in cursive.

Lucy's performance on the K-ABC reveals she can add and subtract one digit math problems (e.g., 5-3 or 2+2) but not two digit problems (e.g., 10+2) unless she uses concrete items such as fingers or lines. She can tell time to the minute with help but usually rounds everything off to the hour or half hour. She can identify coins but not their values. She cannot distinguish between the different denominations of paper money.

She works best on a one-to-one basis with a teacher or peer helper. When she works on her own, 4 out of 5 of her assignments are completed late and at least half of each assignment is incorrect.

Lucy becomes angry and resistive when given corrective feedback by an adult such as her parents and teachers. For example, she will refuse to do the next thing she is asked to do, walk away from the adult, or say in a loud voice, "Be quiet. I don't want to hear you," and put her hands over her ears. Her parents report these behaviors at home when they correct or criticize Lucy. She does not exhibit these behaviors when a classmate or peer helper helps her. Her parents say that this is also the case when Lucy's brother or sister assist or correct her.

Lucy cannot read time schedules or use a time clock. According to her job coach, she needs to have directions of more than 2 steps repeated 3 or more times, and she doesn't clean up her work station when she finishes. Her job coach reports that "Lucy is friendly with her co-workers" and that, if given a choice of 2 jobs, always selects one in which she can work with someone else.

Annual goals must correspond to educational needs/behaviors of concern identified above.

1. The statement of present levels of educational performance will be different for each student evidencing a disability. This means that PLEP statements should not be the same, or similar, for students simply because they are in the same class or have the same disability. Each PLEP must be individualized. It should reflect the specific needs of the student being discussed. For example, if all students in a class have PLEPs that contained the following, "Vocationally, the student is ready for career exploration. Through reading he/she has acquired information on a variety of occupations. However, he/she is not yet able to identify his/her strengths and weaknesses as an employee," the statement would not meet the requirement of individualization. It would be an example of not individualizing, because each student is described as being at the same point in relation to the area of concern.

An example of two PLEP statements that imply that the IEP team is looking at each student individually follows: "Vocationally, Susan is ready for career exploration. She has read about 10 occupations of interest to her and is able to identify verbally the specific major tasks of each. However, she cannot yet identify her strengths and weaknesses in relationship to those 10 jobs," and "Brad is ready for career exploration. He has read about 7 jobs of interest to him and can identify 5 major tasks of 6 jobs. He cannot identify his strengths and weaknesses in relationship to those 6 jobs." The two PLEP statements provide information that indicates that the IEP team is looking at each student individually.

Usually teachers instruct students of similar ages and with similar disabilities. This probably is a factor that creates the "boilerplate" PLEPs that the federal government warned against when it ruled that PLEPs had to be different for each youngster. No matter how similar the needs of students may appear to be, there are differences. These differences must be reflected in the PLEP. It is not individualized instruction, specially designed instruction required by law, if students have the same goals and objectives and engage in the same activities to reach those goals and objectives.

2. The PLEP statement should accurately describe the effect of the student's disability on the student's performance in any area of education that is affected, including (1) academic areas (reading, math, communication, etc.) and (2) non-academic areas (social skills, daily life activities, self-control, mobility, etc.). In other words, the student's weaknesses, or needs, in each area or subject in which he/she has problems, should be described. For example, if the student needs help in math, but not in other areas,

only his/her weaknesses in math need to be described in the PLEP. A PLEP for such a student might read:

> Review of math activities that Jamie completed during the last quarter and the results of her oral performance on five teacher-made tests reveal that she cannot tell time by five minute intervals, and she cannot add the values of different coins.

PLEP statements should describe how the pupil is doing now in each problem area. They state the student's needs with sufficient specificity to provide ideas or guidance as the team collaborates to identify goals and objectives for the student. If the needs are not stated specifically, it is difficult for the team to write appropriate goals and objectives. Federal regulations do not require a student's strengths (either in general or in the problem areas) to be described in the PLEP. However, it is considered best practice to include a student's strengths but to limit the description of strengths to the problem areas. Using the example of a student with a problem only in math, the student's strengths and needs only in math would be stated. The student might have a strength in addition and difficulties in subtraction. These strengths and needs would be described in more detail. For example, the team might determine that the student can add with regrouping but cannot subtract with regrouping. Strengths and needs in areas not affected by the student's disability would not be mentioned (e.g., the student is socially competent).

A more specific example of a PLEP statement that contains both needs and strengths in the problem area of math is:

> After reviewing math activities that LaQueena completed during the last quarter, it appears that she can identify all coins and their values, but she cannot add simple money combinations such as 5 cents plus 10 cents. She can tell time by the hour and half-hour but not by the quarter hour or 5-minute intervals.

A PLEP statement for a child with problems only in speech and language might be: "According to the Apple Test of Articulation, Jerome has the ability to say the / l / and / g / sounds in most words and sentences. The classroom teacher, special education teacher, speech clinician, and parents report that he seldom uses these sounds correctly in conversational speech. In addition, he omits inflectional word endings (e.g., ed in walked and er in faster) that are necessary to convey verb tense and comparison; he does use s to convey number (e.g., the s in boys). These problems and strengths have been noted on formal tests and by listening to Jerome talk with his teachers and friends."

It is important to remember that simply listing strengths and needs, or subject areas in which the student is having problems, is not adequate. For instance, identifying "math" or "motor skills" as problem areas without specifying additional information does not meet the intent of the federal regulations. As noted earlier, the effect of the student's disability on his/her performance in any area of education must be stated in terms that (a) portray the individual student and (b) are specific enough to guide the development of annual goals and short-term objectives. In summary, it appears that a minimal requirement for completing the PLEP section of the IEP is that the team describe those priority areas in which the student is having difficulties as a result of his/her disability. Although not required, it is best practice to describe the strengths of the student in each problem area. A high quality PLEP is a summary of what the student can and cannot do in each problem area. The PLEP also may indicate which difficulties are considered to be the most pressing or of highest priority.

3. The PLEP statement should be written in objective, measurable terms to the greatest extent possible. Figure 1 contains a PLEP statement which includes measurable terms and quality components. When writing the PLEP, words and phrases that are specific and describe behavior should be used. By following this rule, it is easier for the team to write statements that avoid generalizations and opinions. Judgemental words such as "intentionally" or "lazy" should be avoided and replaced with descriptive terms. Words and phrases like these do not describe what the student can do, and they convey a negative impression of the student. When the IEP team is unsure about a term, it may be helpful to use the Stranger Test (see Howell & Nelson, page 37). That is, someone who is not involved in writing the PLEP--a stranger--should be able to read the PLEP and have an accurate picture of what the student can and cannot do in the areas in which he/she will need specially designed instruction. If the PLEP is written using objective, measurable terms, it should be able to pass the Stranger Test. An example of a PLEP statement written in objective, measurable terms is:

> Because of motor involvement due to cerebral palsy, Elisa cannot use standard writing tools (e.g., pens, pencils, markers). Her teachers and parents report that Elisa needs to learn to express herself in writing; learning to use a word processor on a computer would give Elisa a functional means of expression. Elisa can scan the monitor visually, and she can use her left hand accurately to strike individual letters on the keyboard. Her present response rate is about 10 letters a minute.

In this example, the measurable, objective behavior is rate of striking keys on a computer.

Finally, the PLEP statement should not give a stranger a negative opinion of the student. The following verbs are examples of nonambiguous words the IEP team may wish to use:

to underline
to print
to circle
to count orally
to tap with fingers
to smile
to list in writing
to read orally
to fill in
to walk
to press the lever
to wave arms
to describe orally
to order sequentially
to point to
to label
to place on top of
to name
to look at
to repeat verbally
to ask questions
to cross out
to state/say
to number
to draw
to turn off/on
to place in order
to raise hand

Verbs the IEP team may choose to use, but that are less specific and observable include:

to recognize
to inquire
to perform
to make
to multiply
to prepare
to predict
to compare
to manage
to practice
to finish
to measure
to read
to summarize
to solve
to report
to design
to examine
to create
to illustrate
to check
to choose
to demonstrate
to change
to conclude
to calculate
to invent
to memorize
to evaluate
to operate
to supply
to answer
to play
to connect
to apply
to verify
to analyze
to experiment
to estimate
to judge

Verbs the staffing team should avoid include:

to realize fully
to be curious
to determine
to value
to appreciate
to feel
to think
to resolve
to perceive
to sense
to discover
to be convinced
to understand
to wonder
to deduce
to be determined

4. Test scores that are pertinent to the student's diagnosis might be included whenever appropriate. However, the scores should be (1) self-explanatory (i.e. they can be interpreted by all participants without the use of test manuals or other aids), or (2) an explanation should be included. Whatever test results are used should reflect the impact of the disability on the student's performance. Thus, raw scores usually would not be sufficient. This guideline points out to the IEP team that test scores do not have to be included in PLEP statements. If test scores are used, they must be understandable to all team members, including parents, general educators, and often the students themselves. The team is cautioned to use only test results which show how the student's disability affects his/her performance. Including a statement such as "Angelo scored a 2.3 on the APPLE," does not meet the criteria outlined in the federal regulations. To meet the criteria related to test scores, the PLEP statement should read something like this:

> Angelo scored at the 2.3 grade level on the APPLE which indicates he can identify and produce short and long vowel sounds and sounds at the beginning and ending of words. Angelo does not cannot identify or say consonant blends (e.g., bl, st) or diagraphs (e.g., ph, th) correctly.

Quality or best practice PLEP statements do not rely solely on test scores such as grade equivalents and stanines. Curriculum-based statements usually are easier to understand than norm-referenced test scores. In the above example, the curriculum-based statement--". . . identifies and produces short and long vowel sounds and the sounds at the beginning and ending of words. Angelo does not identify or say consonant blends (e.g., st, bl) or diagraphs (e.g., ph, th) correctly"--will guide the IEP team in setting annual goals and objectives for Angelo.

Going Beyond the Federal Requirements

First, a quality or best practice PLEP must include all of the compliance items mentioned previously. The "Present Levels of Educational Performance Checklist" (see Appendix D) contains both compliance and best practice items. Each team, district, or AEA can add items to the checklist that they consider to be best practice. Most of the 22 items on the Present Levels of Educational Performance Checklist are self-explanatory. Figure 2 on the next page contains a completed Checklist for Lucy. Item 8 on the Checklist, for example, asks if the instruments or processes used in the evaluation are identified in the PLEP. This means that the PLEP should make reference to how the information or belief about the child was acquired. For example, the team might state, "From conducting a task analysis, we found . . ." or "Classroom observation confirms . . ."

Item 14 states that the PLEP also may indicate unanswered questions or concerns. The best evaluation may leave some issues unresolved. For example, whether or not academic performance problems are due to not attending to directions, a lack of skills, school absence, or a learning problem may be undetermined. If so, state that in the PLEP.

Present Levels of Educational Performance (PLEP) Checklist

• Indicates that the item is required by Title 34, C.F.R. §300-399. Items without an * are not required for a PLEP to be in compliance.

(ITEMS 1-19 SHOULD ALL BE ANSWERED "YES".)

		Yes	No	NA	Don't Know
• 1.	Does the PLEP statement accurately describe the effect of the student's disability on the student's performance in each area of education that is affected, including (a) academic areas (reading, math, communications, etc.) and (b) non-academic areas (daily life activities, mobility, etc.) (Does the PLEP describe the weaknesses, or needs, of the student in each problem area?)	✓			
2:	Does the PLEP statement describe strengths of the student in each affected (problem) area?	✓			
3.	Are the strengths and weaknesses stated in terms of what the student can and cannot do in the curriculum or classroom environment?	✓			
4.	After reading the PLEP, can the team determine what the student needs to learn to do next in the affected (problem) areas?	✓			
• 5.	Is the PLEP statement based on data from the student's evaluation?	✓			
• 6.	Is the PLEP statement based on data gathered from more than the results of just one test score?	✓			
7.	Is the PLEP statement based on information gathered from a combination of diagnostic procedures such as:				
a.	formal testing?	✓			
b.	informal testing?	✓			
c.	observation?	✓			
d.	review of records?				✓
8.	Are the instruments or processes used in the evaluation identified in the PLEP?	✓			
• 9.	If test scores are used, are they (a) self-explanatory (i.e., they can be interpreted by all participants at the IEP meeting without the use of test manuals or other aids), or is (b) an explanation included?			✓	
• 10.	If test scores are used, do they reflect the impact of the disability on the student's performance?			✓	
11.	Is the PLEP statement instructionally relevant?	✓			
12.	Is the PLEP statement written in understandable language?	✓			
• 13.	Is the PLEP statement written with objective, measurable words, to the greatest extent possible?	✓			
14.	If there are any unresolved assessment questions, are they mentioned?			✓	
• 15.	Is this statement different from the present levels of performance statements of other students who have the same or similar disability as this student?				✓
• 16.	Is the statement different from the present levels of performance statements of other students in this individual's class?				✓
17.	Is information from parents, the student, general education teachers, special educators, and other professionals included, if applicable and available?	✓			
18.	Is the information reported in the PLEP accurate?				✓
19.	Is the information current at the time of the IEP development?				✓

(ITEMS 20-22 SHOULD ALL BE ANSWERED "NO".)

		Yes	No	NA	Don't Know
20.	Are raw test scores included?		✓		
21.	Does the PLEP state where, when, and how special services will be provided or discuss placement of the student in a particular program?		✓		
• 22.	Is a label such as "mentally disabled" or "deaf" substituted for a description of a student's present levels of educational performance?		✓		

• Indicates that the item is required by Title 34, C.F.R. §300-399.

Figure 2. Present Levels of Educational Performance Checklist for Lucy

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Item 19 asks if the PLEP is current. In other words, are the statements in the PLEP based on current evaluation data? The State of Iowa does not have a definition of the word "current." If your AEA or district does not, you may wish to define the word or use the definition Strickland and Turnbull (1990) propose--six months. Using this definition, a statement would not be in the PLEP unless it were derived from evaluation data that were no more than six months old. There is no need to include "past history" in a PLEP. A quality PLEP is a statement of what the child can and cannot do at this time in his of her problem areas.

A "Present Levels of Educational Performance Checklist" is provided in Appendix D. It may be duplicated for use by the IEP team. Items 1 - 19 which have an asterisk (*) indicate that the question must be answered yes to be in compliance with federal regulations. Items 1 - 19 without an asterisk, when answered with a yes, indicate the team is striving for high quality PLEPs. Items 20 - 22 should be answered no.

Summary

Chapter III presented the essential features of present levels of educational performance (PLEP) statements. It was noted that each PLEP must be individualized for every student. The PLEP must describe the effect of the student's disability on his or her performance in both academic and non-academic areas. Objective, measurable terms must be used in the PLEP, terms such as "writes cursively," "says out loud," "walks," and "answers in writing." Test scores may be used in PLEP statements, but the scores must be self-explanatory or explained. Factors which enhance the quality of PLEP statements such as noting a student's strengths as well as areas of difficulty and using curriculum-based assessments were presented. Numerous examples of PLEP statements were provided and the PLEP checklist found in Appendix D described.

IEP 7/91

Student: Nathan Williams **Date:** 9/17/91 [Page ___ of ___]

Present Levels of Educational Performance [PLEP]

1. Use information from parents, students, and educators when writing these statements.
2. List specific statements, using objective terms, which describe the student's educational needs/behaviors of concern. Consider the following areas, and others, if needed: academic areas (reading, math, communication, etc.) and non-academic areas (daily life activities, mobility, etc.)
3. List specific statements, using objective terms, which describe the student's academic and non-academic strengths that would be useful in the development of the student's goals and objectives.

Results of the WRAT-R, as well as information from Ms. Center, reveal that Nathan is performing significantly below his 4th grade peers in math. Nathan understands basic concepts of size and number, and can count by 1s, 5s, and 10s to 100. He can add sums of two digits if there is no regrouping. He can subtract to find answers less than 20, however he does not keep place value when working with two digit numbers. He needs to learn place value (ones, tens, hundreds) and to add and subtract with regrouping.

Nathan's parents, his special education teacher, and his 4th grade teachers report that Nathan has a very short attention span. He listens to the teacher or works at his seat no more than one to two minutes before he looks away, moves away, or talks out. He does not seem to be aware he is off-task and disrupting others. He sits down or becomes quiet when asked to do so by the teacher. Nathan needs to learn when he is on-task or off-task and to remain attentive for longer periods of time.

Mr. and Mrs. Williams report that Nathan often breaks things accidentally at home. They say he is in constant motion. His teachers and the school psychologist agree with the parents observations and provided numerous examples of his behavior leading to damaged property. Nathan willingly repairs or replaces things he breaks or runs into. Nathan needs to learn to slow down, and watch where he is going and what he is doing.

Nathan has one friend at school and none in his neighborhood according to his parents, teachers, and an interview with Nathan. The other children do not invite him to play, he does not catch, kick, or run as well as the other children. The teachers report that he doesn't pay attention. Nathan plays one-to-one board games correctly with little prompting when he works with an adult or older tutor. Nathan needs to learn to participate appropriately in group play and to follow the rules of group games.

Annual goals must correspond to educational needs/behaviors of concern identified above.

Chapter III

Annual Goals and Short-term Objectives

Primary Authors:

Kenneth W. Howell
Western Washington University
Bellingham, Washington

Karna L. Nelson
Western Washington University
Bellingham, Washington

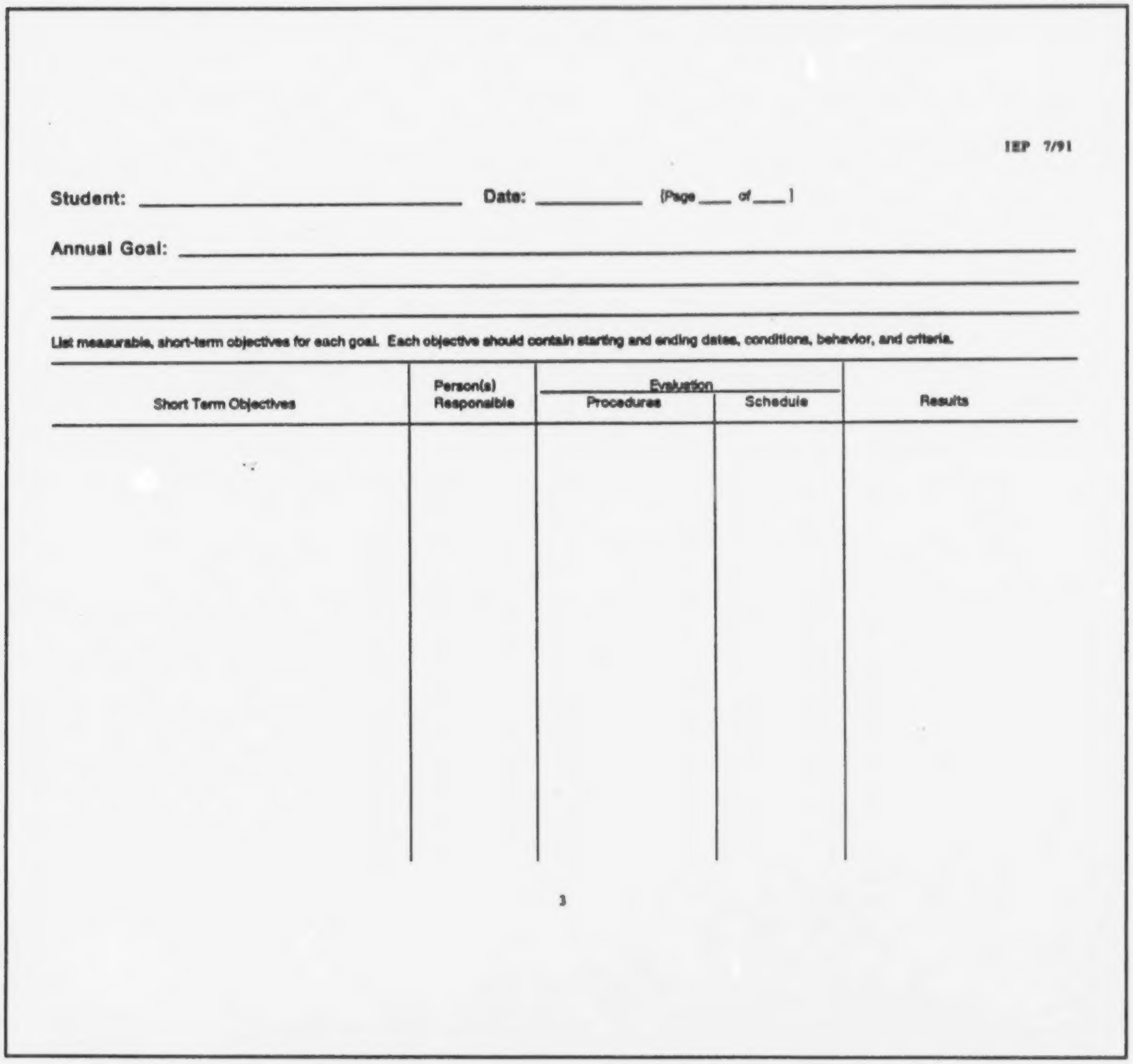
Annual Goals and Short-term Objectives

Overview of Chapter III

Chapter III is intended to help IEP teams write quality IEP goals and objectives. Compliance and best practice are discussed as the rationale for including goals and objectives in the IEP process and in the IEP document. Writing quality goals and objectives is discussed in relation to three criteria--measurability, utility, and calibration. Examples and non-examples of quality goals and objectives are provided. Six evaluation criteria for choosing annual goals are examined: 1) past achievement, 2) present levels of educational performance, 3) student preferences, 4) practicality, 5) priority needs, and 6) time allocated to goals. A 5-step process for writing annual goals is presented. Chapter III also stresses individualizing IEPs. The decision-making process and kinds of decisions the IEP team must make are addressed. The selection of objectives and the clear articulation of content, behavior, conditions, and criteria are discussed. Objectives which include aim dates (i.e., progress objectives) and a brief discussion of exit criteria complete the chapter. The Key Terms below are defined in the Glossary in Appendix M.

Key Terms

Accuracy
Aim dates
Automaticity
Behavior
Calibration/Slicing
Conditions
Content
Criteria
Domains
Eligibility decisions
Examples
Generalization
Identify (Recognize)
Intervention decisions
Levels of competence
Mastery
Non-examples
Produce (Express)
Progress objective
So What Test
Utility



IEP 7/91

Student: ______________________ Date: __________ (Page ___ of ___)

Annual Goal: ____

List measurable, short-term objectives for each goal. Each objective should contain starting and ending dates, conditions, behavior, and criteria.

	Person(s) Responsible	Evaluation		
Short Term Objectives		Procedures	Schedule	Results

3

Annual goals and objectives are written on page 3 of the IEP form. These statements must refer to measurable behaviors. All objectives must contain the conditions, the behavior, and the criteria. Federal law requires every annual goal to have more than one objective. The positions of persons responsible for implementing objectives, the procedures, time line, and results are written on this page.

Annual Goals and Short-Term Objectives[1]

Rationale for Written Goals and Objectives

As mentioned in Chapter I, The Education for All Handicapped Children Act (P.L. 94-142) recently was extended by the Individuals with Disabilities Education Act of 1990 (IDEA). These legislative actions require that each student with a disability receives a free and appropriate public education. An important part of the law is the individualized education program (IEP) which must include the written specification of goals and objectives. The goals and objectives are drawn from an analysis of each student's unique needs as identified through a process of comprehensive evaluation and described in the present levels of educational performance (PLEP). It is the job of educators to find the interventions that will teach each student the most information and skills in the least time. Without goals and objectives, there is no yardstick against which progress can be judged and, therefore, no basis upon which to change instruction when it is not working.

Written goals and objectives provide a means of being accountable to students and their parents and a way to monitor progress and to facilitate motivation. Students learn better when goals and objectives are specified, teachers feel competent as educators when students reach their goals and objectives, and parents experience confidence in the education system when their children progress satisfactorily.

As can be seen by examining page 3 of the IEP form, the annual goal is written above the short-term objectives. Each annual goal must include two or more short-term objectives that specify the steps to reaching the annual goal.

Characteristics of Quality Goals and Objectives

It is not possible to state exact quality criteria for annual goals and objectives. In part, this is because different states and educational agencies are allowed the freedom to adopt their own formats for meeting

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IEP requirements. More importantly, quality criteria cannot be listed because the goals and objectives on every IEP are intended to reflect a) the individual needs of the student, and b) the individual thought processes of the IEP team. Goals and objectives are statements of curricular expectation. They state what students will do after instruction has taken place. Therefore, goals and objectives ultimately must reflect the content--knowledge, skills, and behavior--and the thought processes of the IEP team.

Obviously, an appropriate goal or objective must specify accurate information. Suppose Carl, a fourth grade special education student, is learning how to add. He can count accurately, knows operation signs, and reads numbers. However, he thinks 2 + 2 = 5. An objective stating, "given a flash card with the item 2 + 2 = ____, Carl will count on his fingers to arrive at the answer 5 100% of the time," obviously would be inappropriate because it is inaccurate. That objective, while measurable and a reflection of Carl's present educational performance level, specifies an incorrect outcome. Goals and objectives always must direct students toward learning accurate information. Although inaccurate information is easy to spot for a domain such as arithmetic, accuracy is more difficult to determine in selecting appropriate social behavior goals for students of diverse cultural, linguistic, and ethnic backgrounds. For example, it may be an appropriate goal for one student to eat his/her entire school lunch each day; for a student who is a vegetarian, such a goal might be inappropriate.

If exact criteria were available to define the adequacy of all objectives for all students, there would not be a need to list goals and objectives on IEPs. Such criteria are not available and never will be. That is why manuals like this one exist. They are written to establish a uniform process for arriving at goals and objectives. This process, if valid (i.e., representing best educational practice) and reliably applied (i.e., consistently), assures that appropriate annual goals and objectives will be identified.

One of the reasons annual goals (G) and short-term objectives (STOs) are included in IEPs is to comply with the law. The following guidelines are adapted from the Office of Special Education and Rehabilitation Services (O.S.E.R.S.), Education, Appendix C, Part 300:

Gs & STOs:
Outcomes Met
and
Services
Appropriate

1. The statutory requirements for including annual goals and short term objectives...provide a mechanism for determining (1) whether the anticipated outcomes for the student are being met...and (2) whether the placement and the services are appropriate to the student's special learning needs.

GOALS:
Direct Relation
To PLEP

2. ...there should be a direct relationship between the annual goals and the present levels of educational performance.

GOALS:
12-month
Expectations

3. The annual goals in the IEP are statements which describe what a student with a disability can reasonably be expected to accomplish within a twelve month period...

STOs:
Measurable, Intermediate
Steps

4. Short-term instructional objectives...are measurable, intermediate steps between a student with a disability's present levels of educational performance and the annual goals that are established for the student.

STOs:
Learning
Milestones

The objectives are developed based on a logical breakdown of the major components of the annual goals. Short-term objectives serve as milestones for measuring progress toward meeting the goals.

Gs & STOs:
Basis for
Instruction

5. There should be a direct relationship between the IEP goals and objectives for a given student with a disability and the goals and objectives that are in the special education instructional plans for the student...The IEP, through it goals and objectives, (1) sets the general direction to be taken by those who will implement the IEP, and (2) serves as the basis for developing a detailed instructional plan for the student.

Gs & STOs:
Focus on
Educational Need

6. IEP goals and objectives are concerned primarily with meeting a student's need for special education and related services. Annual goals and objectives are not required to cover other areas of the student's education.

Gs & STOs:
Not a Daily
Instructional
Plan

7. ...the goals and objectives in the IEP are not intended to be as specific as the goals and objectives that are normally found in daily, weekly, or monthly instructional plans.

STOs:
Objectives
Before
Placement

8. IEP objectives must be written before placement and cannot be changed without initiating another IEP meeting.

Gs & STOs:
Progress
Monitoring

9. The goals and objectives in the IEP should be helpful both to parents and to school personnel, in a general way, in checking on a student's progress in the special education program.

The guidelines above can be changed into a series of questions which the IEP team can use to write goals and objectives. The seven questions presented in Table 1 should be asked by the IEP team each time they complete page 3 of the IEP form.

Table 1. General Questions for Evaluating Goals and Objectives

Item Letter	Item Question
a.	Do the goal statements and/or objectives represent an important or priority learning outcome for this student?
b.	Is there a goal written for each area of need stated in the present levels of educational performance?
c.	Are the goals realistic one year accomplishments?
d.	Are the goals and objectives measurable?
e.	Are there multiple objectives for each annual goal?
f.	Do objectives represent intermediate steps to each goal?
g.	Are there goals and objectives appropriately calibrated (i.e., neither too broadly nor too narrowly stated)?
h.	Are the goals and objectives useful for planning and evaluating instructional programs?

Factors to Consider in Selecting Annual Goals

When the IEP team meets they discuss a wealth of formal and informal assessment data as they determine annual goals for the student. How can they choose appropriate goals? Strickland and Turnbull (1990) suggest six criteria for choosing annual goals. These criteria are modified slightly and include: 1) past achievement, 2) present levels of educational performance, 3) student preferences, 4) practicality, 5) priority needs, and 6) time allocated to goals.

1. Past Achievement. In order to choose goals that represent realistic attainment for one year, the IEP committee must consider that student's past achievement and behavior. The committee needs information about previous learning rates, instructional methods used, and the effect of prereferral interventions. If the only information available is norm-referenced achievement test scores, it will be impossible to predict learning rates. If past achievement rates were very low but instruction (i.e., group size, reinforcement, feedback, pacing) was never modified, it will be difficult to set progress expectations. Information from parents and school records about factors outside of school also are important. Was past performance affected by moves to foster homes or the arrival of puberty? Even with lots of information to consider, writing goals that will be met in one year is guesswork. However, the IEP committee must be aware that there is considerable risk in setting expectations too low! Previous failures to learn should not be taken as evidence that the student is unable to learn. The idea behind the IEP process is that, given the best efforts of the IEP team, previous failures can be reversed.

2. Present Levels of Educational Performance. The committee needs accurate, detailed information about present levels of educational performance, both strengths and needs, in the affected areas so that they may select appropriate goals. Depending on the age and needs of the student, goals might include vocational, motor, functional living, communication, social, learning strategy, leisure, and academic skills. Assessment information that is curriculum-based makes it easier to select goals that will be relevant to classroom instruction. Classroom information must be interpreted. For example, failure in science class does not necessarily mean that the student needs science content goals. The problem may be due to poor reading skills or not completing homework assignments.

3. Student Preferences. Hopefully the student with a disability will be part of the IEP team or will be consulted during the decision-making process. Information about the student's likes and dislikes, interests, preferences, and plans for future schooling and work need to be taken into consideration in writing IEP goals and objectives.

4. Practicality. For some students, it may make more sense to select a goal for keyboarding rather than spending another year on handwriting. Similarly, it is often more practical to teach a student study strategies that he/she may use in a variety of classes than to write goals only for the content of social studies. It is important for the IEP team to be extremely careful not to make decisions casually; every decision affects the student's future options in areas such as graduation, college admission, job possibilities, and independent living. Input of each member of the IEP team is vitally important in order to select practical IEP goals and objectives.

5. Priority Needs. The number of goals identified for a student will depend on his/her needs. For one student, needs may be limited to a specific area (e.g., math, speech, or mobility). For another student, the IEP team may be able to identify many goals. In any case, the IEP team will need to establish priorities. Factors to consider in establishing priorities are prerequisite skills (e.g., putting clothes on before buttoning); immediate needs (e.g., dealing with self-abusive behavior before table manners); and general applicability (e.g., following directions or cooperating before throwing the ball through the hoop). However, it must be stated clearly that a student can work on more than one goal at a time. It is not necessary to defer instruction in one area (e.g., feeding) while a goal in another area (e.g., communication) is targeted for intervention. In fact, delays in instruction may be detrimental to the student's overall achievement. Parents and regular education teachers are essential sources of information for setting priorities. Students themselves often are critical to establishing appropriate annual goals.

6. Time Allocated to Goals. Since there are only so many hours in the school day and because more instructional time should result in more progress, goals are selected and time is allocated depending on priorities. The IEP team must establish challenging goals, but goals that have a reasonable likelihood of being met within a year.

In summary, there are many factors to consider when deciding annual goals. These six factors--1) past achievement, 2) present levels of educational performance, 3) student preferences, 4) practicality, 5) priority needs, and 6) time allocated to goals--may be especially helpful in guiding the IEP team.

Steps in the Process of Writing Annual Goals

The following steps are helpful in understanding the process of writing IEP goals.

Step 1 Examine the present levels of educational performance statement and agree on general curricular areas in which goals are needed (e.g., reading comprehension, speech, relationships with peers, feeding and dressing).

Step 2 For each area, specify further the skills student needs to learn (e.g., relationships with peers--conversation skills, cooperation skills, conflict resolution skills).

Step 3 Either clump together or further divide the skills specified based on reasonable expected progress for one year for this student.

Step 4 At all decision points, consider the six factors--past achievement, present levels of educational performance, student preferences, practicality, priority needs, and time allocated to goals. The parents and the student may be particularly active in this respect.

Step 5 Translate the student's needs into goal statements. Goal statements may contain the same components as objectives: content, behavior, conditions, and criteria. However, the criteria, behaviors, and conditions do not need to be specified in the same behavioral terms used with objectives. The goal must be "measurable," but the exact process of measurement need not be spelled out.

Goals and Objectives must be Measurable

Goals and objectives must be measurable so that they can be monitored. This does not mean that they need to be derived from, or linked to, published tests. However, basic measurement principles such as reliability and validity do apply. Probably the simplest way to judge the measurable nature of a goal or objective is to apply the Stranger Test.

To pass the Stranger Test, the goals and objectives on the IEP must be written so that someone not involved in developing them--a stranger--could use the goals and objectives to write appropriate instructional plans and evaluate the student's progress. Obviously, a stranger could not do so unless the goals and objectives are written to describe observable behavior in a sufficiently precise manner. Although goal statements often are written to be measurable (e.g., the student can identify and print the alphabet), they do not need to specify criteria (e.g., 100% accuracy, 3 times correctly in 10 minutes) as required in each objective. (Commonly used behavioral terms which specify measurable behavior are listed in Chapter II.) When a stranger can read and interpret goals and objectives in the same way as the IEP team, the goals and objectives are considered to be reliable.

Goals and Objectives must have Utility

Just as the Stranger Test is synonymous with reliability, the So What Test deals with validity. A quality curriculum and instruction reflect the idea that ". . . the purpose of education is to prepare people to be socially competent members of society by teaching them things needed to participate in society" (Howell & Morehead, 1987, p. 4). The So What Test asks whether the IEP goals and objectives are important. So what if the student learns to wash his/her hair regularly? So what if the student learns to multiply fractions? So what if he/she reduces his/her absentee rate by 50%? The So What Test is more difficult to apply than the Stranger Test, because it involves value judgments about the curriculum and speculation about the student's long-term needs.

The So What Test is particularly important for social behavior goals and objectives. The goals and objectives set by the IEP team for social behavior of students must be valid. One way to determine social validity is to consider if peers without disabilities behave in a manner stated in the social behavior goal. Social behavior objectives, like academic ones, should teach the student skills and knowledge that will benefit the student, not simply make life easier for parents and/or teachers (although these are not always mutually exclusive). Another issue is that of immediate and long-term benefits to the student. Finally, each objective which passes the So What Test also should act to develop, rather than suppress behaviors. In cases where behaviors need to be suppressed (e.g., goals or objectives related to dangerous behaviors), emphasis should be placed on increasing alternate positive behaviors. Of course, behaviors which are constitutionally protected must not be suppressed.

The Issue of Calibration: How Short is a Short-Term Objective?

Part of the curriculum development process in any school district involves designating which topics will be covered at which grade levels. After this grade level allocation has occurred, individual teachers plan to cover particular lessons at particular times. In most classrooms, these planning decisions are based on ideas about the expected progress of students without disabilities. "Calibration" is a technical term referring to the process of breaking the curriculum into manageable learning units. Starlin (1982) addresses the need to gauge carefully the amount of curriculum to be presented to students. He points out that lessons on written communication, for example, can be "sliced" to target different outcomes. For example, if written language is a problem for a student, one of the following outcomes may be appropriate--write a word, write a phrase, write a sentence, write a paragraph, or write a letter or theme. Depending on the student each of these outcomes could be a goal or an objective. The appropriate scale for establishing the size (i.e., caliber) of each slice of the curriculum is the student's present level of performance and how much the IEP team believes the student can achieve in one year.

When it comes to annual goals and objectives, two of the most confusing questions are "Just exactly how long is a long-term goal?" and "How short are short-term objectives?" These are calibration questions. By hierarchically arranging the slices of the curriculum, short-term, intermediate, and long-term expectations (i.e., how the IEP team has calibrated the curriculum) for the student become visible.

There is considerable controversy about how detailed the IEP should be, and this controversy revolves primarily around questions about the specificity of goals and objectives. Strickland and Turnbull (1990) state that it is very important that each IEP committee resolve this question. IEPs are intended to set a "the general direction" (Step #5 in the Process of Writing Annual Goals), however if they are too general they will not be helpful for lesson planning. Some IEP teams complain that they do not have time to develop specific objectives. The secret is to keep the needs of the individual student in mind when gauging progress expectations. When deciding how to slice the student's curriculum, the IEP team must carefully weigh the effect of a disability on the student's learning against the need for that student to progress rapidly toward the mainstream. It is recommended that the IEP team choose specificity over generality. If goals and objectives in IEPs are too broad to be helpful for instructional planning, the IEP process will be seen as unrelated to teaching, and the IEP document will be left in a file drawer. (Appendix F contains samples of excerpts from PLEP statements, annual goals, and objectives. Some goals are written to be very specific, others are more global. Both forms are acceptable. Both use terms that are measurable and observable.)

Goals and Objectives: Examples and Non-examples

This chapter presents a substantial amount of material about the characteristics of appropriate goals and objectives. One mechanism widely used to teach concepts is to present "examples" and "non-examples" of the concept (Arends, 1991). This section provides the reader with examples and non-examples of present levels of educational performance, annual goals, and objectives. Because appropriate goals and objectives are derived from assessment data, information about the student's current level of performance is discussed first. The following example is intended to illustrate an appropriate PLEP and show how it is linked to the annual goals and objectives statements.

Present Levels of Educational Performance Statement (PLEP)
(for a student with a disability only in math):

> Kim is a fourth grade girl who attends school regularly and works without interruption on math assignments. Nonetheless, she is experiencing considerable difficulty in math. She scored a grade equivalent of 2.0 on the Key Math test, indicating she is achieving in math at a level similar to a second grade student. Examination of the test items and Kim's math portfolio show she has an understanding of how to tell time, but does not understand money value. She does not add or subtract correctly when the answers are greater than 10. Kim's parents are very concerned with her difficulty doing basic arithmetic calculations and inability to count money.

An example of a goal written for one area of need identified in the above PLEP is shown below. Other goals and objectives would be required for the other areas of concern noted in the PLEP.

Goal 1: Kim will write correct answers to 2 digit plus 1 digit with regrouping addition problems by June, 1992 (a specific goal statement) or Kim will add correctly problems with regrouping by June, 1992 (a more general goal statement).

Objectives:

1a. Kim will write answers to simple addition facts with sums 0 to 20 (e.g., 4 +5) in 5 minutes on a worksheet at a rate of 40 digits correct per minute with no errors by October, 1991.

2a. Kim will write answers to addition fact problems with sums 0 to 20 (e.g., 8 + 9) on a worksheet at the rate of 40 digits correct per minute with no errors by November, 1991.

3a. Kim will write answers to 2 digit plus 1 digit without regrouping addition problems (e.g., 12 + 3) on a worksheet at the rate of 40 digits correct per minute with no errors by February, 1992.

4a. Kim will write answers to 2 digit plus 2 digit without regrouping addition problems (e.g., 21 + 46) on a worksheet at a rate of 80 digits correct per minute with no errors by April, 1992.

5a. Kim will write answers to 2 digit plus 1 digit with regrouping addition problems (e.g., 26 + 5) on a worksheet at a rate of 80 digits correct per minute with no errors by June, 1992.

As indicated by the PLEP, additional goals and objectives covering money and subtraction also are needed for Kim.

Non-examples. When teaching a concept such as goals or objectives, it is often as helpful to show incorrect, or "non-examples," as it is to show correct examples. The following statements draw from Kim's PLEP and are not appropriate goals or objectives; that is, they are non-examples. The reasons they are non-examples are presented following Objective 4 under Answers. Read each goal and objective, determine why the goal or objective is inappropriate. Check your answer with those listed under Answers.

Goal 2: Kim will draw the geometric shapes: line, circle, square, triangle, and rectangle when the word name is given.

Objectives:

2a. Kim will point to geometric shapes on paper when the shape name is given.

2b. Kim will point to geometric shapes found in the classroom when the shape names are given.

Goal 3: Kim will write answers to subtraction fact problems 0-10 with 75% accuracy.

Objective:

3a. Kim will say answers to subtraction fact problems when shown flashcards.

Goal 4: Kim will understand the importance of doing homework.

Objectives:

4a. Kim will write down her homework assignments with 100% accuracy.

4b. Kim will appreciate the importance of doing her homework.

Answers (why the goal and/or objective is inappropriate):

Goal 2--unrelated to present levels of educational performance statement; Obj. 2a--no criteria, responses show recognition while the goal calls for production; Obj. 2b--no criteria, responses show recognition while the goal calls for production.

Goal 3--criteria too low, PLEP shows proficiency in this skill; Obj. 3a--no criteria, only one objective for goal, production goal for "writing," objective for "saying."

Goal 4--goal not measurable, not identified as a problem in PLEP, Obj. 4a--no condition specified; Obj. 4b--not a measurable behavior.

User Checkpoint

In this section, Kim's PLEP and goals and objectives discussed earlier are presented. Apply the seven following questions to each of Kim's goals and objectives; try to identify why each is an example or non-example of an acceptably written goal or objective. Place an X over the number of each goal and each objective that is a non-example. That is, cross out each goal and objective that does not meet acceptable standards for an IEP. Why is the goal or objective unacceptable? Circle the number of each goal and objective that is acceptable.

	Question	Goal	Objectives
a.	Does the goal and/or objective represent an important learning outcome for this student?	1 2 3 4	la lb lc ld le 2a 2b 3a 4a 4b
b.	Is there a goal written for each area of need stated in the present levels of performance?	1 2 3 4	la lb lc ld le 2a 2b 3a 4a 4b
c.	Are the goals realistic one-year accomplishments?	1 2 3 4	la lb lc ld le 2a 2b 3a 4a 4b
d.	Are the goals and objectives measurable?	1 2 3 4	la lb lc ld le 2a 2b 3a 4a 4b
e.	Are there multiple objectives, representing intermediate steps to each goal?	1 2 3 4	la lb lc ld le 2a 2b 3a 4a 4b
f.	Are the goals and objectives appropriately calibrated (i.e., neither too broadly nor too narrowly)?	1 2 3 4	la lb lc ld le 2a 2b 3a 4a 4b
g.	Are the goals and objectives useful for planning and evaluating instructional programs?	1 2 3 4	la lb lc ld le 2a 2b 3a 4a 4b

Now, consider Goal 5 and its short-term objectives for Kim. Answer questions a-g.

Goal 5: Kim will state the value of coins and 1, 5, and 10 dollar bills when shown real money.

Objectives:

5a. Kim will count by 5's to 100.

5b. Kim will match coins (e.g., penny, nickel, dime, etc.) with values written on cards (1 cent, 5 cents, 10 cents, 25 cents, 50 cents) with 100% accuracy.

5c. Kim will add dollars and coins to sums no greater than $10.

The quality of goals and objectives has been discussed, and seven questions the IEP team should use to identify and write appropriate goals and objectives presented. In the next section, the very important issue of ensuring that goals and objectives are individualized--that they represent the specific learning needs of the student--is discussed briefly.

Individualizing the IEP

An IEP is an individualized education program and therefore, the goals and objectives must be individualized for each student. Take a moment to consider the statements below which point out what individualization is and what it is not:

- Individualization is a process of decision-making.
  - Individualization does not mean one-to-one teaching.
  - Individualization does not necessarily mean unique objectives.
  - Individualization does not necessarily mean different instruction.
- Individualization is adjusting the educational program to meet the specific learning needs of each student with a disability.

Individualization is a process, not a product. Consider this example. Mr. Gravely, a recently graduated special education teacher, overhears Ms. Norman being praised for the fantastic IEP her team wrote. Mr. Gravely borrows the IEP, copies it, and puts the name of one of his students with similar disabilities on it, Mr. Gravely is shocked when he is criticized for his IEP. What happened? Mr. Gravely did not individualize--he mistakenly believed that the IEP document (product) was more important than the

IEP process (i.e., deciding together what goes into the IEP based on the individual student's needs). As we know, the IEP results from a series of decisions made by a team regarding each student's needs. The best IEP is not necessarily the one that includes the most creative objectives or the most unique methods. A quality IEP results from the careful consideration of the individual student, team deliberation, and the use of clear, descriptive language.

Kinds of Decisions--Eligibility and Intervention

Individualization is about making decisions. Two important decisions in special education--eligibility decisions and educational intervention decisions--should not be confused. Eligibility decisions (i.e., whether the student has a disability and qualifies for special education) are made before the IEP goals and objectives are written. Often eligibility decisions are made in a separate meeting. Although an eligibility decision establishes the student's right to have an IEP, it may have very little to do with what is actually written in the IEP. This is because the process of determining eligibility involves consideration of factors (e.g., general achievement scores, developmental history) which can be unrelated to the specific type of educational intervention the student needs. In any case, it is clear that the specific content of a student's goals and objectives should never be based on the fact that the student has a disability, or on the label the student receives.

The kinds of decisions the IEP team makes in developing goals and objectives are intervention decisions. Intervention decisions can be divided into two types: (1) decisions about what the student needs to learn, and (2) decisions about how the student needs to be taught. The remainder of this section focuses on what will be taught.

Completing the IEP Document

On page 3 of the IEP, it can be seen that the short-term objectives leading to the annual goal are written in the column to the left. In the first column to the right, space is provided for entering who (e.g., the parents, regular and special education teachers) will be responsible for implementing procedures for reaching the objective. Who refers to the position, not the name of an individual Next, the procedures and schedule for evaluating whether the objective has been achieved are listed. Finally, the results of the evaluation are entered in the last column to the right. In the procedures column, the team may indicate that certain materials, equipment, or curricula are required or optional to use for teaching or in assessing the student's progress. By stating in writing that certain materials are "optional" the IEP team gives the service provider greater flexibility.

Selecting Objectives

The curriculum may be thought of as a sequence of objectives or tasks. So in some areas, decisions regarding objectives are fairly simple and straight-forward. For example, in areas such as math many sequences of objectives have been developed. Therefore, the IEP team simply must examine the curriculum and identify what the student already knows, what he/she needs to learn, and what he/she is ready to learn next.

Item banks, scope and sequence charts, tables of specifications (see an example in Appendix G), and task analyses may be useful to the IEP team in identifying specific objectives. For example, "critical reading" can be divided into five subtasks/subskills. To attain a goal such as "to critically read a passage at the seventh grade readability level," would require every student to demonstrate these five subskills. The five skills would include the student demonstrating an ability to:

1. recognize author bias,
2. recognize the author's purpose,
3. distinguish evidence from opinion,
4. judge the quality of the evidence, and
5. judge the author's expertise (Carnine, Silbert & Kameenui, 1990).

There is no reason to task analyze "critical reading" in every IEP meeting. If the team can find an appropriate task analysis, use it--but do not misuse it. Do not photocopy the whole task analysis for every student and staple it to the IEP. Use the student's assessment data, teacher observation, and parent input to find out which critical reading tasks the student can already perform, which he/she cannot, and then select as objectives those skills the student is ready to learn. Those skills then become the goals or objectives in a student's IEP.

While the basic content of the curriculum may not change for every student with a disability, its form can be modified by breaking it into small pieces, combining parts of it into larger pieces, or reordering the parts. The four parts of any objective that can be modified are always the same--content, behavior, conditions, and criteria.

Content is the most familiar and the most obvious. Content refers to the academic or nonacademic area in which the student is having difficulty. An objective covering "multiplication" is clearly different in content than an objective for "expressive language" or "dressing oneself." The other three elements (i.e., behavior, conditions, and criteria) and how they can be adjusted to meet an individual's needs, are the primary focus of the IEP team's attention.

Three Essential Features of all Objectives: Behavior, Conditions, and Criteria

Behavior

A specific behavior needs to be identified in every objective for two reasons. First, behavioral terms make the objective measurable. For instance, "knowing" is difficult to measure (it is a construct), but "writing the answer" is easy to measure because it is a specific behavior. Second, different types of behavior can indicate different types of performance. Two familiar terms that indicate different types of performance (i.e., different types of responses) are identify and produce.

A student's knowledge of vocabulary can be assessed by asking him/her to identify (recognize) pictures of the objects the teacher names, or by asking him/her to produce (express) the names of the objects shown in the pictures. Identifying (recognition) is easier for the student than producing (expression). If asked to name all of the states and capitals, most adults would have trouble. If given a list of states and capitals and asked to match them, most adults would probably recognize more states and capitals that belong together than they would have been able to produce on their own. If a student is tested on an identification skill (e.g., pointing, circling, crossing out), it cannot be concluded that he can produce (e.g., say, write) the same information. Sometimes it is important that the student be able to identify before he/she is asked to produce, and sometimes it is not. Deciding on the type of response (i.e., identification or production) will depend on the task and the student. The critical thing to remember is that identification and production are different kinds of behavior and that "to write the correct answer" is a different objective than "to circle the correct answer."

Objectives should be sequenced to culminate in reaching a goal by requiring more complex, more difficult, or higher level behaviors. For example, the first objective may be for a young child to match items and pictures of five colors under different conditions; the second objective may be to identify (recognize) the five colors when asked; and, the third objective may be to name the five colors in different situations (e.g., coloring books, real toys, during everyday activities).

Conditions

There are lots of different conditions under which students may work. Students may work in small groups or large groups, on worksheets or at the board, at a computer or in textbooks, with assistance or on their own. Two conditions that are useful for individualizing objectives are isolation and context. Something done in isolation is separated from most contextual clues and distractions. Something done in context is embedded within a larger frame of reference and associated with everyday use.

If a student needs to learn to read consonant-vowel-consonant (cvc) words (e.g. hot, lip), the IEP team has to decide whether he/she needs to learn these words in isolation (e.g., on flashcards) or in context (e.g., in sentences or stories). Ordinarily, doing tasks in context is preferable because they have more meaning and involve the application of skills or knowledge. With information about the prerequisite knowledge and skills, attending skills, and motivation of a particular student, the IEP team can choose to begin instruction with objectives calling for work in isolation or in context.

The decision to teach a skill in isolation is based typically on assessment data that indicate the student cannot handle the distractions imposed by context. Therefore, in order to teach the student, it is natural to reduce the distractions in the hope that the student will learn more readily. However, it is important to remember for an intermediate or long-term goal, the student will need to learn to perform with distractions! This is especially obvious with social and language goals. For example, a student who has difficulty communicating appropriately in a sixth grade classroom may be moved to a smaller, less distracting special class. Later, as a result of instruction in prosocial skills, the IEP team finds through re-assessment that the student is now communicating appropriately in the special class. This does not necessarily mean that the student will communicate well in the sixth grade classroom. Therefore, in many cases--particularly with social behavior and language skills--the IEP team writes objectives to specify movement along a sequence of conditions. For this student, the sequence of conditions might be to use language appropriately first on a one-to-one basis in the resource room, next in small group contexts in the resource room, and finally in small group contexts in the general education classroom. As another example, a goal for a student to initiate contact with others might be broken into objectives which range from initiating contact with peers in role play activities, to initiating to peers in unstructured activities, to requesting information from strangers in familiar situations, to requesting information from strangers in unfamiliar situations. In the latter example, the behavior (i.e., initiating to others) remained the same, but the conditions for performing it changed.

Criteria

A criterion is a standard. Like the behavior element, criteria are needed in an objective to allow measurement and evaluation to take place. Criterion statements also specify different levels of competence. Three commonly used levels of competence are accuracy, mastery, and automaticity. Remember that two types of performance (responding) may be specified in objectives--to identify and to produce. Objectives must be individualized further by designating the level of competence at which students must perform. For example, an objective focusing on accuracy might state that a student needs to identify (recognize) or produce (say/write) answers to multiplication fact problems with 100% accuracy by such a date. Another dimension can be added to the criterion by stating that the student will produce answers to multiplication fact problems with 100% accuracy at a rate of 40 digits per minute by such a date. Even further restrictions can be added by stating that the student will produce answers to multiplication fact problems with 100% accuracy at a rate of 40 digits per minute for 3 consecutive days. Doing a task accurately and quickly represents a higher level of knowledge and is called mastery (i.e., fluency).

The third level of competence involves doing a task accurately, quickly, and in context. The application level of performance is called automaticity. (See Figure 3 for an example of these calibrations.) An illustration of automaticity would be a student who produces correct answers to multiplication fact problems "within a long division problem" or "at the grocery store when buying ingredients for a recipe that needs to be quadrupled."

It is important that the IEP team does not establish performance levels or standards arbitrarily. Establishing a standard of 80% accuracy for every objective is not appropriate. Would a standard of 80% accuracy on multiplication facts mean that the IEP team thinks 8x7 or 4x5 are not particularly important or useful? On the other hand, if a student's rate on simple multiplication facts is 5 digits per minute, the chances are slim he/she will finish a page of 25 long division problems in 30 minutes. Standards of accuracy and fluency by grade level for basic skills in reading, writing, and math are available from various sources (see Mercer & Mercer, 1985). Districts often establish standards or criteria for objectives through sampling procedures. Teachers can sample the performance of low-average to average learners in mainstream settings to establish fluency criteria for students with disabilities.

Figure 3 contains four squares with A.1, B.1, C.1, and D.1 written in them. Each of these represents a separate objective which may, or may not be relevant to an individual student. If the goal of teaching addition is to have the student balance his checkbook (Objective D.1) then Objectives A.1, B.1, and C.1 represent a sequence of enabling objectives leading to that goal. In this example, the lowest level of competence is represented by Objective A.1 in which the student only needs to recognize the correct answers. Objectives grouped generally under B, C, and D require producing correct answers. As we move from left to right, the behavior expected of the student moves from recognition to production and from isolated learning to contextual learning. On the left-hand side of the figure, a sequence of objectives would be listed (as was done earlier for Kim). In the sequence, easier or prerequisite behaviors are listed first, and more difficult or higher levels of the skill are presented as one moves through the content of instruction.

Figure 3. The Relationship Among Content, Behavior, and Objectives

Content	Behavior			
	Identify	Produce		
Objectives EASY	A Accuracy	B Accuracy	C Mastery	D Automatic
↓ Two-place ↓ addition problems ↓ without ↓ regrouping	A.1	B.1	C.1	D.1
DIFFICULT	ISOLATION	→		IN CONTEXT

Square A.1	"Point to the answer for this problem:"

$$\begin{array}{r} 10 \\ +\ 1 \\ \hline \end{array}$$

a. 6 b. 7 c. 11 d. 15

Square B.1	"Write accurately the answers to two-place addition problems without regrouping."
Square C.1	"Write the answers to two-place addition problems without regrouping at the rate of 20 problems per minute."
Square D.1	"Quickly balance a checkbook and make no errors in two-place addition without regrouping."

It is important that the distractors the IEP team include at the automatic level of performance be relevant, that they have a real world application. An objective that says, "the student will read sight words while standing on his/her head," may be challenging, but is irrelevant to his/her ultimate success. A more appropriate objective might be, "the student will read job notices during crowded and noisy times at Employment Security Office."

To summarize, examine the objective below. It has been modified in relation to: (1) content, 2) behavior, (3) conditions, and (4) criteria.

Objective: Pam will write the answers to simple addition facts on a worksheet at a rate of 40 digits correct per minute by December 1.

Content	1. Pam will write the answers to simple subtraction facts on a worksheet at a rate of 40 digits correct per minute by December 1.
Behavior	2. Pam will circle the answer to addition facts on a worksheet at a rate of 40 digits correct per minute by December 1.
Conditions	3. Pam will write the answers to addition facts in a checkbook at a rate of 40 digits correct per minute by December 1.
Criteria	4. Pam will write the answers to addition facts on a worksheet at a rate of 60 digits per minute by December 1.

Progress Objectives and Aim Dates

Until now, all of the modifications discussed have been defined by the four basic elements of every objective: content, behavior, conditions, and criteria. Clearly, it is useful to devise intermediate steps to a goal by establishing a sequence of objectives, each of which states a particular task the student will perform. However, there is another strategy that can be used to specify the intermediate steps to reaching a goal.

It is possible to slice (i.e., recalibrate) any performance objectives by adding time to the objective. For example, look at C.1 in Figure 3. It says the student will "write the answers to two-place addition problems without regrouping at the rate of 20 problems per minute." This objective can be sliced by generating a sequence of aim dates specifying different proficiency levels. For example, the student will answer correctly "5 problems a minute by November 1st," "10 problems a minute by December 1st," and "20 problems a minute by January 1st."

The use of aim dates to adjust objectives for individuals can be applied to any of the four elements. The following example uses addition facts and focuses on modifying the content dimension of the objective. The student will add facts that "sum to 10 by November 1st" and "sum to 20 by December 1st." (Time is incorporated in this objective as well as changes in the content of instruction.)

To slice objectives in terms of expected progress, pick a task and set intermediate aims along a single element (i.e., either content, behavior, conditions, or criteria). This type of slicing works best for goals that involve multiple skills and processes (e.g., oral reading). For example, if the objective is for the student to read orally from a passage in the eighth grade reading book at a rate of 150 words correct per minute, intermediate aims such as 50 words correct per minute by November 15, and 75 words correct per minute by December 15, and so on, can be set.

Linking Goals and Objectives

Goals must be related directly to present levels of educational performance (i.e., assessment data). Goals reflect the IEP team's decisions about what the student needs to know and will know as a result of one year of special education. Goals must be measurable so that we can determine if they have been met. Objectives represent milestones or intermediate aims on the way to the goals. Each goal must have a minimum of two objectives. Multiple, measurable objectives represent the path to reaching annual goals.

Developing goals and objectives that are measurable and represent important knowledge/skills that the student is ready to learn is extremely important. Individualization does not mean leaving out important content or lowering standards (e.g., the student will cross busy street with 80% accuracy), but setting realistic goals, and writing objectives that are specific enough to be useful.

The following goal and objectives have been developed for Howard. Each is analyzed for content, behavior, conditions, and criteria.

PLEP (excerpt on social skills): According to Howard's teachers, he usually plays alone during indoor recess or free play. He initiates to other students, but they ignore him or say they have enough players. His parents and teachers say that in outdoor situations he typically plays "war" games with one or two younger students/neighbors. Howard always wants to win and usually these games end in a fight or with one of the younger children crying. Both Howard's teachers and parents want him to learn how to play indoor and outdoor games with students his own age. Howard says he doesn't care if the other kids play with him or not. He says he doesn't like any of them anyway. The IEP team thinks Howard really would like to join in and play with the others but does not know how.

Goal 1: Howard will participate cooperatively in unstructured classroom and playground games at a level commensurate with peers.

Content: cooperation (social interaction)

Behavior: participate

Notice that the behavior is producing, not identifying. Goals usually represent this higher level of competence, with identification reserved for earlier objectives. "Participate" is observable (although the team needs to further specify it in the objective). "Participate" is a behavior rather than a construct such as "enjoys peers" or "understands how to get along with peers."

Conditions: unstructured classroom and playground games

Typically, conditions in goals represent real world applications rather than behaviors performed in isolation. Other conditions that could have been included might be "with" or "without teacher assistance" (e.g., teacher reminding Howard of expectations before and during the game).

Criterion: a level commensurate with peers or co-workers

This is an "ecological" criterion. The standard is established by observing Howard's peers, counting their "participating" behaviors, and coming up with a range and an average. This is more realistic than selecting a criterion that is arbitrary or one that represents perfect cooperation. Very likely, Howard's peers sometimes argue over who gets the ball, or whose turn it is, or they shove one another.

Objective 1a: Howard will take turns and play appropriately during three different board games lasting 10 to 15 minutes with no teacher prompts/intervention by October 15.

Content: cooperative play (social interaction)
Behavior: take turns and play appropriately
Conditions: structured board games (in-class)
Criteria: three different games with no teacher prompts/intervention

Objective 2a: Howard will take turns and play appropriately during three outdoor games (e.g., baseball, soccer, volleyball) lasting 10 to 15 minutes with no teacher prompts/intervention by April 15.

Content: cooperative play (social interaction)
Behavior: take turns and play appropriately
Conditions: structured outdoor games
Criteria: three different games with no teacher prompts/intervention

Notice that the goal for Howard is written at the automatic level of competence. The aim is for Howard to maintain his accuracy and fluency of participation behaviors in the presence of relevant distractions (i.e., real games). As mentioned, goals typically require students to produce behavior fluently in a real world context (automatic level). Of course, this depends on each student's present levels of educational performance. The objectives also require Howard to perform (versus identify/recognize). However, in the present example, Howard first will perform within the context (i.e., conditions) of structured games (both in-class and outdoors). Additional objectives need to be written for Howard in unstructured play contexts. If Howard essentially showed few positive interaction skills, the IEP team might begin by having Howard recognize critical game playing behaviors (e.g., turn-taking, following the game rules), before he actually participated in different types of play with peers.

User Checkpoint

Consider the following goal statement. Ask each of the seven key questions listed below taken from Table 1. Decide if this is a quality goal. Next, state at least two objectives that might lead to this goal.

Goal: Sheila will fluently divide two mixed numbers (e.g., 3 3/5 ·/. 1 1/4) when the result requires conversion to simplest form.

a. Does the goal and/or objective represent an important learning outcome for this student?
b. Is there a goal written for each area of need stated in the present levels of performance?
c. Is the goal a realistic one-year accomplishment?
d. Is the goal measurable?
e. Are there multiple objectives, representing intermediate steps to the goal?
f. Is the goal (and objectives) appropriately calibrated (neither sliced too broadly nor too narrowly)?
g. Is the goal (and objectives) useful for planning and evaluating instructional programs?

Answers and Comments:

Questions a, b, c, e, and f: "I don't know" is the correct answer. Nothing is known about Sheila and her needs. It is not known if she has any skills with fractions or any other part of the math curriculum. Nothing is known about her rate of learning. Sheila's strengths and weaknesses in math are not known. It is unclear whether she is experiencing difficulties in other areas or only in math.

Questions d and g: "Yes" is the correct answer. Achievement of this goal is measurable because it calls for Sheila to carry out specific behaviors. The goal is specific enough to be useful to the teacher for writing instructional plans.

Sample objectives: Objective a--Sheila will divide 25 fractions with mixed denominators with no more than one error in 10 minutes (the rationale is that Sheila will need to be fluent in the division of fractions before she can become proficient in dividing mixed numerals). Objective b--Sheila will multiply 25 mixed numbers and convert the answers to their simplest form in 10 minutes with no more than 1 error (the rationale is that Sheila will need to be fluent in multiplying fractions and converting fractions to their most simple form prior to learning to divide mixed numerals).

Evaluation and Results

The Evaluation section of the IEP goals and short-term objectives (see page 3 of the IEP form) is broken into two parts--the procedures and the schedule. In the procedures column the IEP team writes the strategies or approaches that will be used to assess student mastery of each short-term objective. In the example with Nathan, the teachers will use precision teaching probes or one minute timed tests every other week. The date by which time the objective is to be achieved is entered to the right of the procedure.

Teachers often used curriculum-based measures to evaluate the student's progress. Teacher observation and publisher tests also are used frequently.

As indicated earlier, to the right of each objective the positions of persons responsible for implementing activities leading to the goals are listed. Next, the evaluation procedure and evaluation schedule are written. Finally, in the Results section the outcome of working on this objective is reported. Was the objective achieved, partially achieved, or has no progress been made?

Exit Criteria

Procedures for evaluating students are not covered specifically in this manual (although reference to these procedures occurs from time to time). However, the importance of a thorough, intervention-oriented evaluation cannot be stressed strongly enough. A student is first evaluated and, based on the individual student needs as revealed in that evaluation, annual goals are written. To complete the cycle, the student is evaluated again to find out if he/she has reached those goals. That is why it is so important that goals are measurable. As the student reaches the goals, either more are written (if there are more needs than could be met in one year), the student receives a change of placement, or the student exits special education (i.e., all goals are reached and student performance/behavior is determined to be sufficient for success in general education). Evaluation gets the student in special education, and evaluation gets the student out! Remember that evaluation is more than a short-term event conducted by an evaluation team. Evaluation data will be comprised, to a large degree, of the progress monitoring data collected on a daily and weekly basis by the teachers working with the student.

A brief discussion of exit criteria is presented in this chapter on goals and objectives, because the IEP should plan (a) for the student's transition to alternative educational environments, and (b) for the time when the student will be declassified and no longer receive special education. Schendel and Ulman (1990) point out that federal and state guidelines are developed least in the area of exit decision-making. Although there are excellent reasons for a heavy emphasis on the initial assessment, classification, and placement of students with disabilities, the importance of establishing criteria for when a student should exit a program or special education altogether cannot be overlooked. The purpose of written exit criteria is to clarify the standards to be required for each student to complete the program, to facilitate the determination that a student's performance is at a level that satisfies program completion, and to promote actively the reintegration of every student. The need to specify exit criteria sets the stage for parents, students, educators, and other service providers to discuss and plan for long-term outcomes. The exit criteria established by the IEP team should:

1. specify the area(s) of student performance to be considered (these are likely to be the same areas as those for which goals and objectives have been written).
2. identify the comparison group for determining a minimally acceptable level of performance (i.e., identify how the low-average to average student performs/behaves in the areas of concern).
3. define performance in a manner that can be measured but is not arbitrarily quantified (i.e., define measurable behavior, but do not expect the student to perform at a level that may or may not have a positive relationship to how he/she will do in the mainstream).
4. identify events and aspects of a student's behavior that will be critical to his/her success in the next and future educational settings.

Exit criteria are established after determining that the student requires special education assistance. The exit criteria statement takes into account the PLEP and assists the IEP team in the development of the goals and objectives. Exit criteria are especially important to discuss and to determine during the annual and triennial IEP meetings. An example of an exit criterion statement follows:

> A change of placement to a less restrictive setting (e.g., the regular classroom) will be considered when Bill's reading performance is within the range of peers in the target instructional program for reintegration and his self-help skills are comparable to students the same age within the target program for reintegration.

Exit criteria should be written to move a student from one program to another or to exit the special education program altogether. Both a change in placement and a shift to or from a more or less restrictive educational setting require exit criteria. The IEP team must note the anticipated duration of time to be spent in the program and the outcome(s) expected by participating in the program. Clearly, the IEP team needs to discuss exit criteria during each IEP meeting and before and during the writing of annual goals and objectives. Schendel and Ulman (1990) suggest the team ask two questions in order to determine whether a student's placement should be changed. These are:

1. Has the student met his/her IEP goals?
2. Is the student's performance sufficient to meet the expectations of an alternative setting?

A positive response to the first question does not automatically mean that the student will be able to succeed in the alternative setting. On the other hand, how long a student must demonstrate a satisfactory performance of IEP goals before a change of placement is warranted, cannot be answered empirically at the present time. It is advisable, however, to begin discussion of a change in placement before the IEP goals actually are attained. During that time, the IEP team can examine factors which may impinge on how well the student will do in an alternative setting (e.g., the student's ability to follow directions, complete assignments independently, request assistance, behave in socially sanctioned ways; the degree of similarity between the curriculum, objectives, and teaching strategies used in the student's present program and the alternative program; and, any unique demands of the alternative setting).

In sum, decisions regarding whether a student's placement should change or whether a student should exit special education are as critical as the initial decision to place a student and identify specific goals and objectives. To serve students with disabilities well, it is important that we begin to plan for their movement to less restrictive environments early in the IEP process. Further, it is advantageous to specify in writing exit criteria for determining when a student is ready for such a transition.

Amending the IEP

In order to make the IEP document a working, functional part of the student's special education program, it important for teachers and others to have a means of adjusting the document to meet the ever changing needs of the student. As daily progress monitoring occurs it often becomes obvious that changes may be needed in the IEP document. The way to make minor changes in an IEP document is to add an amendment to it. Minor changes consistent with the goals and intent of the IEP team can be made without reconvening the entire IEP team. Minor changes include such things as modifications in the criterion levels and the use of different evaluation procedures. Appendix I has a sample form that can be used for modifying the IEP goals and objectives. Essentially, it is the same as page 3 of the IEP document.

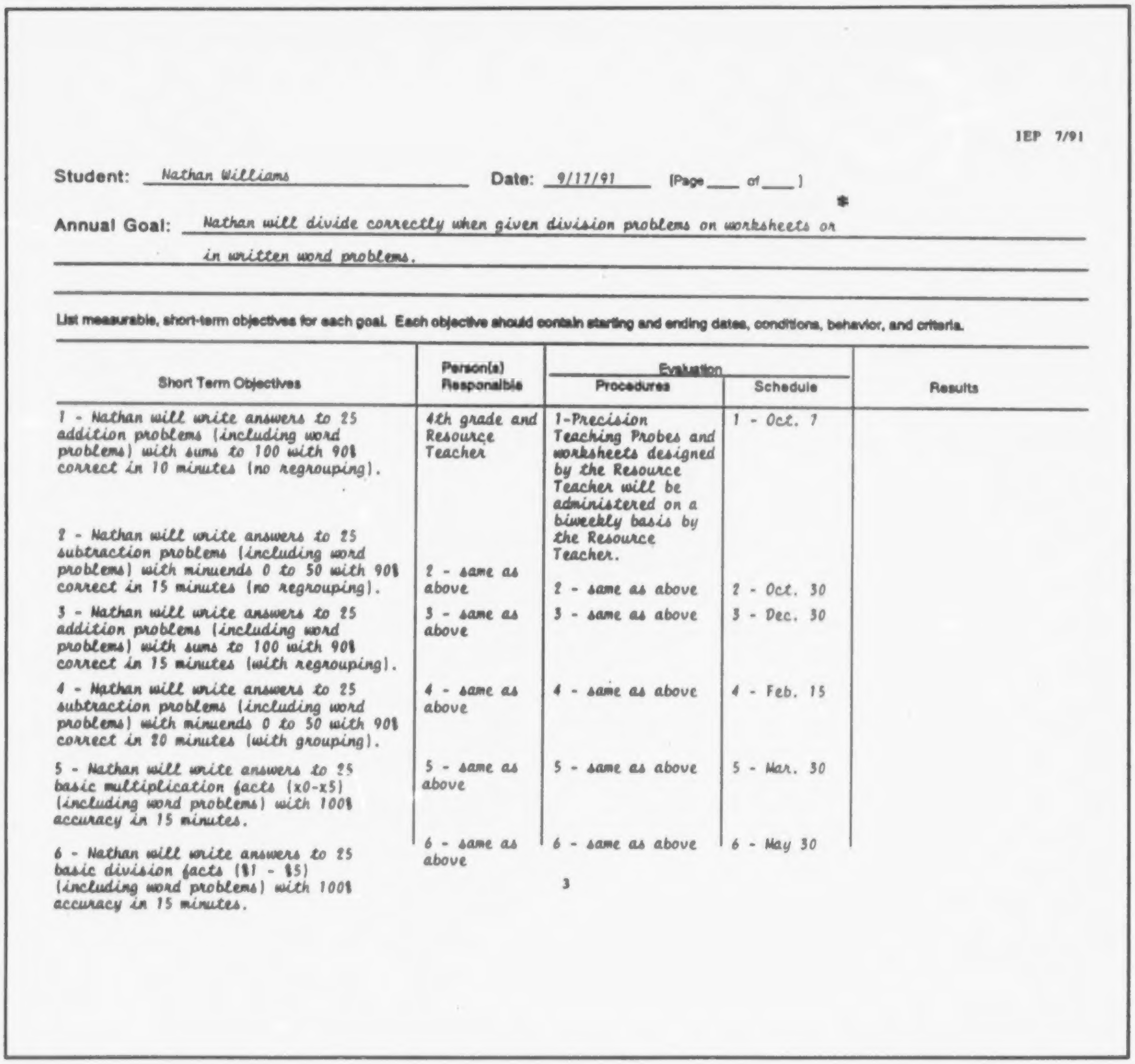
Major changes in the IEP, however, cannot be made without an IEP team meeting. A major change would include such modifications as the introduction or termination of support or related services, a change of classification, adding or deleting objectives related to a specific goal, and the establishment of entirely different annual goals.

Summary

Annual goals and objectives form the backbone of the IEP process and are key elements of the written IEP document. Determining appropriate annual goals and objectives is both a legal requirement and sound professional activity. Six criteria for selecting appropriate annual goals include 1) consideration of the student's past achievement, 2) the student's present levels of educational performance, 3) student preferences, 4) practicality, 5) priority needs, and 6) time to be allocated to each goal. All members of the IEP team must work together in formulating goals and objectives. All goals and objectives must be written so they can be measured. Objectives must specify clearly the content, behavior, conditions of performance, and criteria for performance. Evaluation procedures and an evaluation schedule must be entered for each objective on the IEP form.

Progress objectives is a term used to designate objectives that include an aim date. One way of sequencing objectives is to set a series of aim dates--dates by which time the student is expected to achieve a higher or more fluent level of performance than the earlier date. Aim dates can be attached to changes in the behavior, changes in the conditions, or changes in the criteria.

When determining the behavior for a goal or an objective, it is recommended that the IEP team choose responses that the student produces (e.g., writes, names) versus those which only check for recognition (e.g., find, circle). Further, the goal should indicate what level of competence is desired--accuracy, mastery, or automaticity. Ideally, most goals should strive for the generalization (i.e., automaticity) level of competence; however, this depends on the student's present levels of educational performance. In addition, the team should consider whether the behavior is to be performed in isolation or in context.



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Student: Nathan Williams **Date:** 9/17/91 (Page ___ of ___)

*

Annual Goal: Nathan will divide correctly when given division problems on worksheets or in written word problems.

List measurable, short-term objectives for each goal. Each objective should contain starting and ending dates, conditions, behavior, and criteria.

Short Term Objectives	Person(s) Responsible	Evaluation		Results
		Procedures	Schedule	
1 - Nathan will write answers to 25 addition problems (including word problems) with sums to 100 with 90% correct in 10 minutes (no regrouping).	4th grade and Resource Teacher	1-Precision Teaching Probes and worksheets designed by the Resource Teacher will be administered on a biweekly basis by the Resource Teacher.	1 - Oct. 7	
2 - Nathan will write answers to 25 subtraction problems (including word problems) with minuends 0 to 50 with 90% correct in 15 minutes (no regrouping).	2 - same as above	2 - same as above	2 - Oct. 30	
3 - Nathan will write answers to 25 addition problems (including word problems) with sums to 100 with 90% correct in 15 minutes (with regrouping).	3 - same as above	3 - same as above	3 - Dec. 30	
4 - Nathan will write answers to 25 subtraction problems (including word problems) with minuends 0 to 50 with 90% correct in 20 minutes (with grouping).	4 - same as above	4 - same as above	4 - Feb. 15	
5 - Nathan will write answers to 25 basic multiplication facts (x0-x5) (including word problems) with 100% accuracy in 15 minutes.	5 - same as above	5 - same as above	5 - Mar. 30	
6 - Nathan will write answers to 25 basic division facts (÷1 - ÷5) (including word problems) with 100% accuracy in 15 minutes.	6 - same as above	6 - same as above	6 - May 30	

3

* Additional Goals and Objectives for Nathan are in Appendix H.

Chapter IV

Description and Justification of the Special Education Instructional Program and Support and Related Services

Primary Author:

Dena Goplerud, Consultant
Parent-Educator Connection Program
Drake University
Des Moines, Iowa

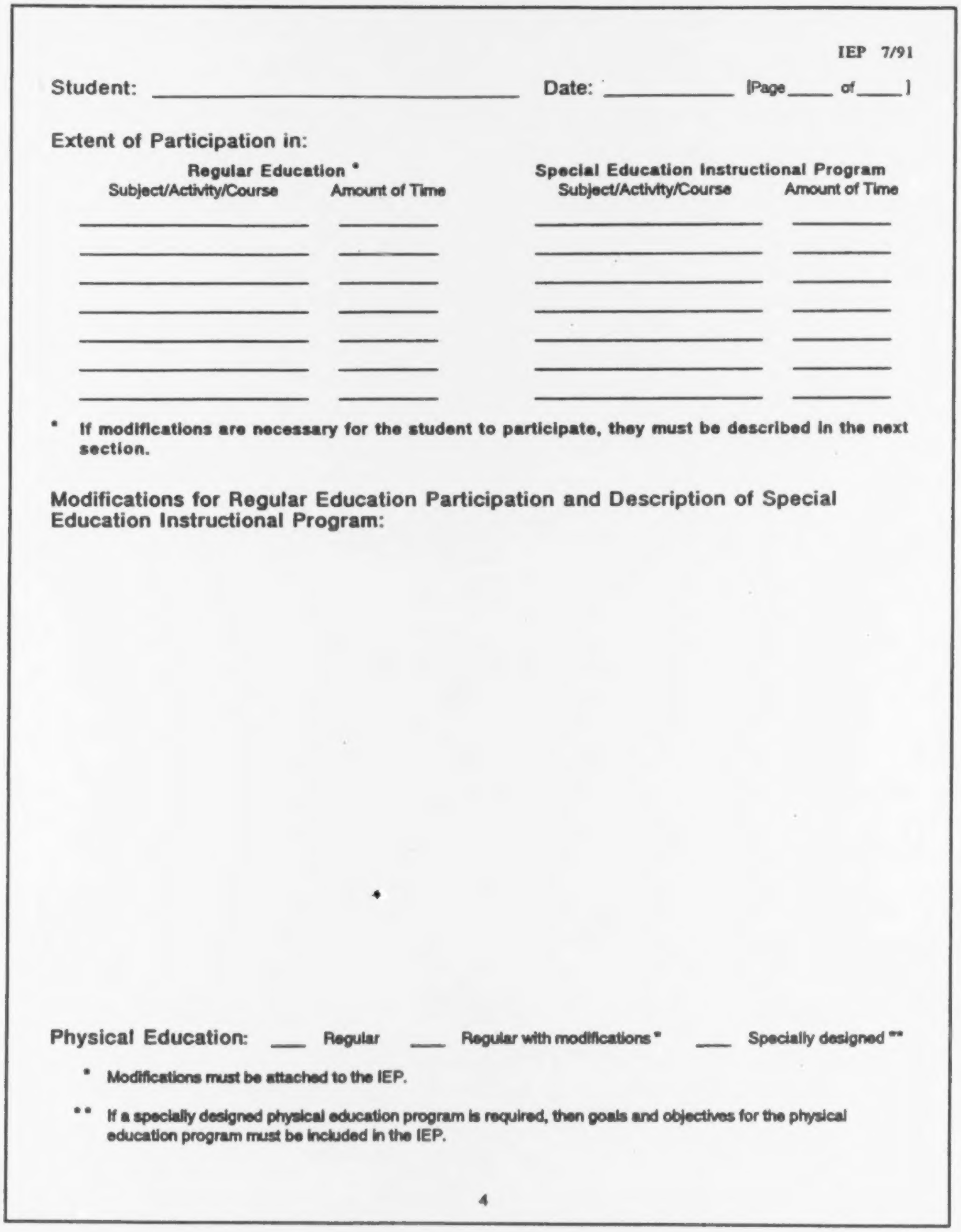
Description and Justification of the Special Education Instructional Program and Support and Related Services

Overview of Chapter IV

Chapter IV addresses how to determine the type of service and amount of time the student will be in regular and special education settings. Questions the IEP team should ask before answering the question of where instruction will be delivered are offered. Chapter IV points out that it is especially important to identify precisely why a student cannot be served in a less restrictive environment (LRE). The chapter also points out that accommodations needed for the student to receive an appropriate education in the identified LRE must be described. The eight types of special education programs defined in the Iowa Rules of Special Education are explained. Guidelines for determining the student's physical education program are presented as well as definitions and examples of support and related services. Process guidelines for completing this section of the IEP form are provided. The Key Terms below are defined in the Glossary in Appendix M.

Key Terms

- *Annual reviews*
- *Assistive technology*
- *Integrated school setting*
- *Itinerant home services or hospital services*
- *Itinerant services (school-based)*
- *Least restrictive environment (LRE)*
- *Resource teaching program*
- *Self-contained special class*
- *Self-contained special class with little integration*
- *Special adaptations (supplemental assistance)*
- *Special class with integration*
- *Supplemental services*
- *Support and related services*



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Student: ______________________ **Date:** ____________ [Page____ of____]

Extent of Participation in:

Regular Education *		Special Education Instructional Program	
Subject/Activity/Course	Amount of Time	Subject/Activity/Course	Amount of Time
____________	______	____________	______
____________	______	____________	______
____________	______	____________	______
____________	______	____________	______
____________	______	____________	______
____________	______	____________	______
____________	______	____________	______

* If modifications are necessary for the student to participate, they must be described in the next section.

Modifications for Regular Education Participation and Description of Special Education Instructional Program:

Physical Education: ___ Regular ___ Regular with modifications * ___ Specially designed **

* Modifications must be attached to the IEP.

** If a specially designed physical education program is required, then goals and objectives for the physical education program must be included in the IEP.

4

The student's participation in regular education and special education is noted specifically on page 4 of the IEP form. The amount of time (total time or percent of time) in each is entered. A description of any modifications made in regular education and a description of the special education instructional program are provided. Essential information related to physical education is recorded on page 4.

levels and the use of different evaluation procedures. Appendix I has a sample form that can be used for modifying the IEP goals and objectives. Essentially, it is the same as page 3 of the IEP document.

Major changes in the IEP, however, cannot be made without an IEP team meeting. A major change would include such modifications as the introduction or termination of support or related services, a change of classification, adding or deleting objectives related to a specific goal, and the establishment of entirely different annual goals.

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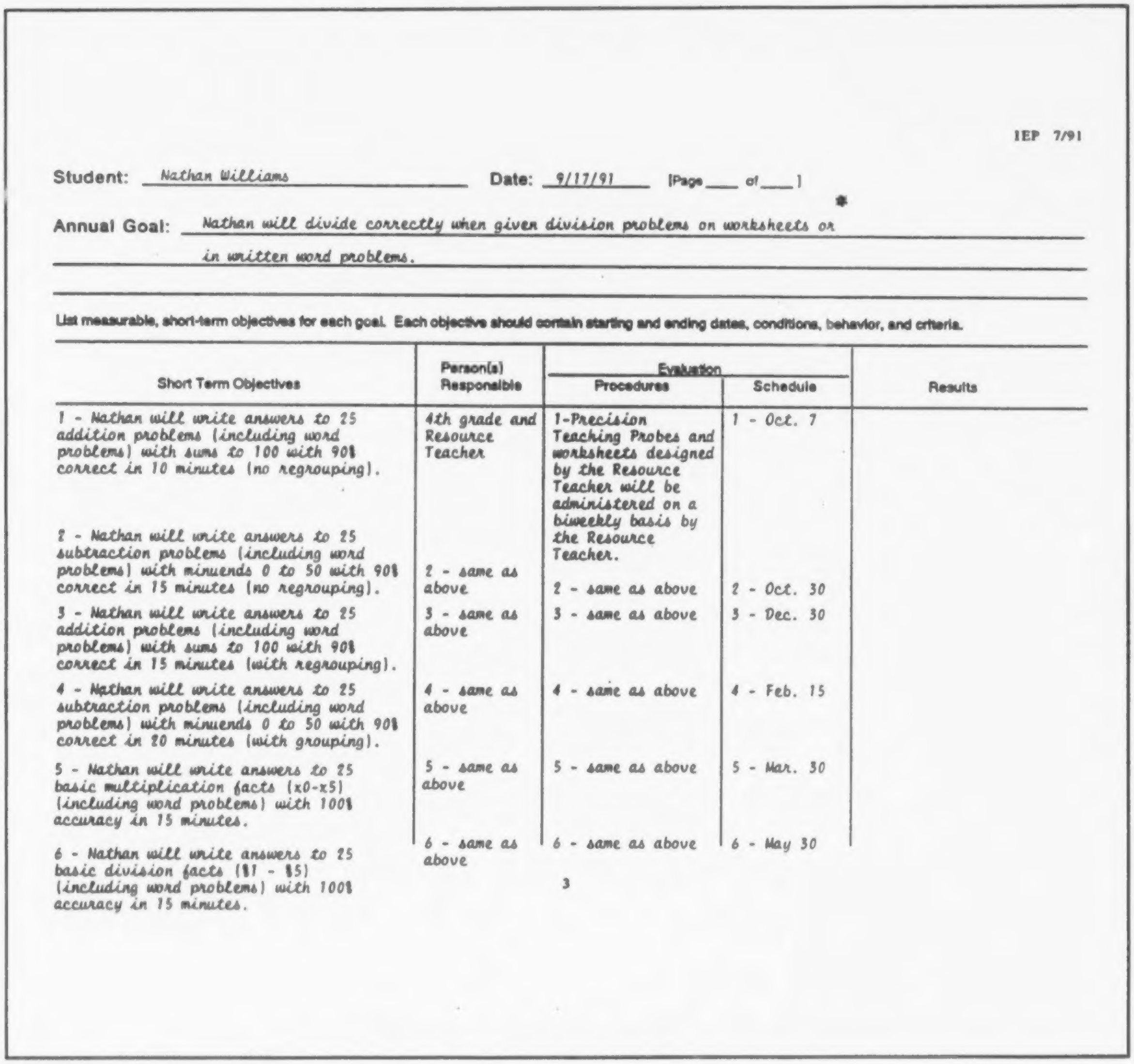

IEP 7/91

Student: Nathan Williams Date: 9/17/91 [Page ___ of ___]

Annual Goal: Nathan will divide correctly when given division problems on worksheets or in written word problems. *

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Primary Author:

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Parent-Educator Connection Program
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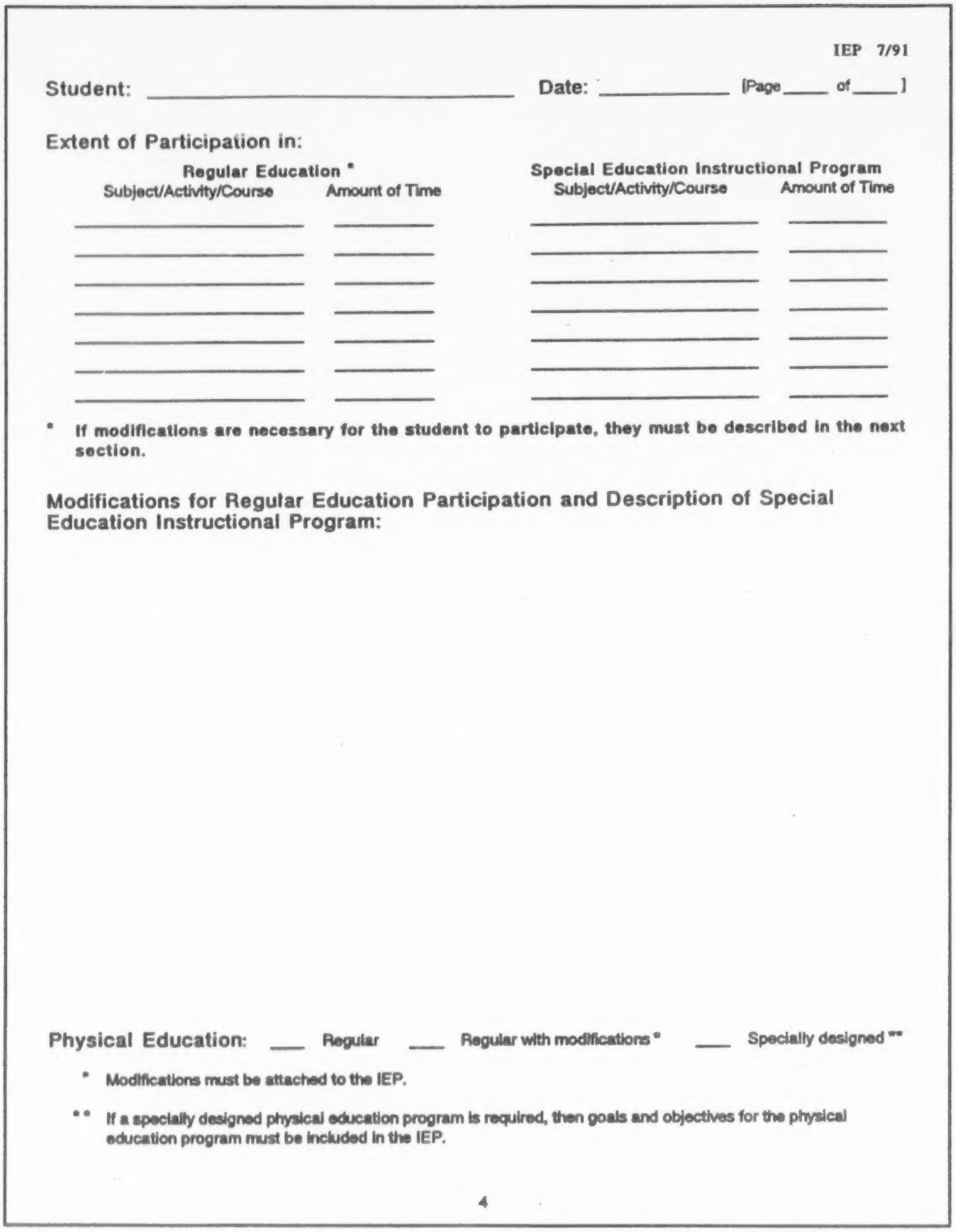
Description and Justification of the Special Education Instructional Program and Support and Related Services

Overview of Chapter IV

Chapter IV addresses how to determine the type of service and amount of time the student will be in regular and special education settings. Questions the IEP team should ask before answering the question of where instruction will be delivered are offered. Chapter IV points out that it is especially important to identify precisely why a student cannot be served in a less restrictive environment (LRE). The chapter also points out that accommodations needed for the student to receive an appropriate education in the identified LRE must be described. The eight types of special education programs defined in the Iowa Rules of Special Education are explained. Guidelines for determining the student's physical education program are presented as well as definitions and examples of support and related services. Process guidelines for completing this section of the IEP form are provided. The Key Terms below are defined in the Glossary in Appendix M.

Key Terms

- ***Annual reviews***
- ***Assistive technology***
- ***Integrated school setting***
- ***Itinerant home services or hospital services***
- ***Itinerant services (school-based)***
- ***Least restrictive environment (LRE)***
- ***Resource teaching program***
- ***Self-contained special class***
- ***Self-contained special class with little integration***
- ***Special adaptations (supplemental assistance)***
- ***Special class with integration***
- ***Supplemental services***
- ***Support and related services***



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Student: ________________ **Date:** __________ [Page ____ of ____]

Extent of Participation in:

Regular Education *		**Special Education Instructional Program**	
Subject/Activity/Course	Amount of Time	Subject/Activity/Course	Amount of Time

*** If modifications are necessary for the student to participate, they must be described in the next section.**

Modifications for Regular Education Participation and Description of Special Education Instructional Program:

Physical Education: ___ Regular ___ Regular with modifications * ___ Specially designed **

* Modifications must be attached to the IEP.

** If a specially designed physical education program is required, then goals and objectives for the physical education program must be included in the IEP.

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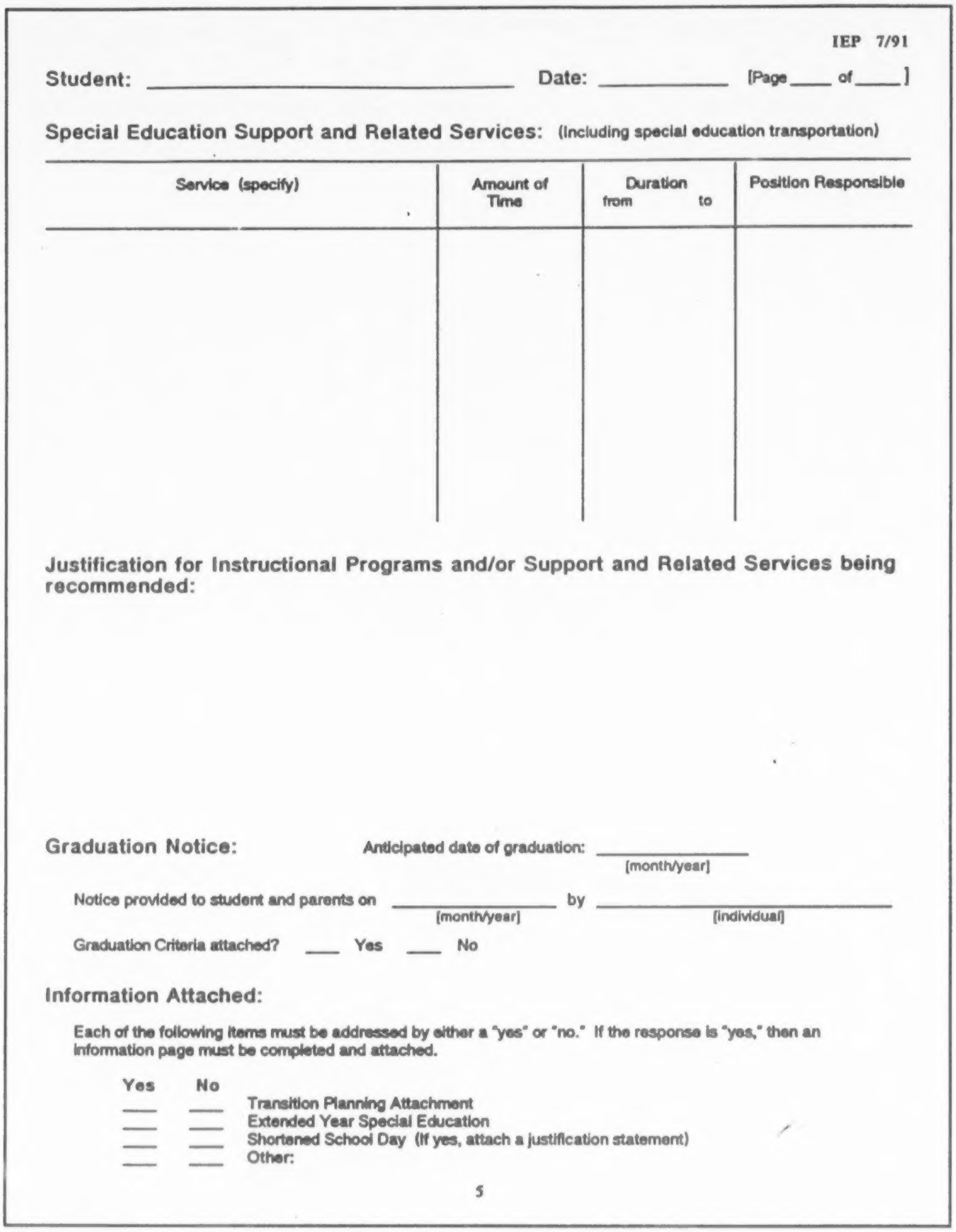
The student's participation in regular education and special education is noted specifically on page 4 of the IEP form. The amount of time (total time or percent of time) in each is entered. A description of any modifications made in regular education and a description of the special education instructional program are provided. Essential information related to physical education is recorded on page 4.



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Student: ______________________ **Date:** __________ [Page ____ of ____]

Special Education Support and Related Services: (Including special education transportation)

Service (specify)	Amount of Time	Duration from to	Position Responsible

Justification for Instructional Programs and/or Support and Related Services being recommended:

Graduation Notice: Anticipated date of graduation: ______________ [month/year]

Notice provided to student and parents on ______________ [month/year] by ______________________ [individual]

Graduation Criteria attached? ___ Yes ___ No

Information Attached:

Each of the following items must be addressed by either a "yes" or "no." If the response is "yes," then an information page must be completed and attached.

Yes	No	
___	___	Transition Planning Attachment
___	___	Extended Year Special Education
___	___	Shortened School Day (If yes, attach a justification statement)
___	___	Other:

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The last page of the prototype IEP specifies special education and related services to be provided, including the amount of time in each, the duration of time, and the persons (by position) responsible. Justification for these services is entered immediately below. Graduation notification as well as other pertinent information are indicated by checking yes or no.

Description and Justification of Special Education Instructional Program and Support and Related Services

Extent of Participation in Regular Education and Special Education and Modifications for Regular Education Participation

Services that will help the student accomplish his/her goals and objectives are written and placement decisions described and justified on pages 4 and 5 of the IEP form (see the preceding two pages and Appendix C). According to federal regulations, services and placement decisions can be made only after the goals and objectives for a student are established. That is, decisions about services and placement must be based on the IEP goals and objectives.

After the goals and objectives have been discussed, the IEP team completes the section of the IEP form which describes the extent of the student's participation in regular and special education. This is really the beginning of the placement discussion and placement decision-making process. Pages 4 and 5 of the IEP reveal exactly where the pupil will receive the specially designed instruction and which support and related services are needed.

When completing page 4, "Modifications for Regular Education Participation and Description of Special Education Instructional Program," the IEP staffing team needs to remember federal regulations and state rules on the least restrictive educational environment. Title 34 in the Code of Federal Regulations (CFR) §300.550 states that:

> (b) each public agency shall insure: (1) That to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who do not have disabilities, and (2) That special classes, separate schooling or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Federal regulations also state that:

(a) Each child's educational placement:
  (1) Is determined at least annually;
  (2) Is based on his or her IEP;
  (3) Is as close as possible to the child's home;

(b) Various alternative placements are available to the extent necessary to implement the IEP for each child with a disability;

(c) Unless a child with a disability's IEP requires some other arrangement, the child is educated in the school which he or she would attend if not disabled; and

(d) In selecting the least restrictive environment, consideration is given to any potential harmful effect on the child or on the quality of services which he or she needs [Title 34, C.F.R. §300.552].

In the comment section of the federal regulations is the statement that "the overriding rule . . . is that placement decisions must be made on an individual basis." Therefore, not all students with the same disability are educated in the same classroom, receive the same kind of instructional program, or go to regular education classrooms for the same activities. The IEP team needs to examine the PLEP, the annual goals, and the short-term objectives for each student and decide where each goal and objective should be achieved.

In a letter from Dr. William Lepley, Director of the Iowa Department of Education, to Iowa Educators on May 7, 1990, Dr. Lepley declared that the following questions must be addressed by IEP teams in their annual reviews for all students currently being served in special schools in Iowa. Although the students served in such schools are reported as moderately and severely or profoundly disabled, the following questions are applicable to all students with disabilities. (Dr. Lepley's original questions are questions a, c, d, and f.)

Question a. What are the reasons that the student cannot be provided his/her educational program in an integrated school setting?

Question b. For a student who receives his/her education in a regular school building, what are the reasons that the student cannot be provided his/her educational program in the general education classroom?

Question c. What supplementary aids and services are needed to support the student in the special education program?

Question d. Why can't these aids and services be provided in an integrated (school) setting?

Question e. Why can't these aids and services be provided in the general education classroom?

Question f. What is the continuum of alternative placements available for this student?

Having considered these questions, the IEP team addresses the "Extent of Participation in Regular Education" presented on the top of page 4 of the IEP form. Here the team records the extent to which the student will be educated in the regular educational program--the program provided to students without disabilities. Title 34 C.F.R. §300.346(c) of the Code of Federal Regulations says that an IEP must include ". . . A statement of . . . the extent to which the child will be able to participate in the regular education programs." Several methods for meeting that requirement are acceptable. For example, the IEP may:

> ...indicate the percent of time the child will be spending in the regular education program with students without disabilities. Another way is to list the special education classes the child will be attending.

In the Code of Federal Regulations it also suggests that:

> If a child with a severe disability, for example, is expected to be in a special classroom setting most of the time, it is recommended that, in meeting the above requirement, the IEP include any non-curricular activities in which the child will be participating with students without disabilities (e.g., lunch, assembly periods, club activities, and other special events).

Before the IEP team completes the "Extent of Participation in Regular Education," the members should review the student's annual goals and objectives. The team must keep in mind that the student may be able to accomplish some or all of the goals and objectives in the regular education classroom. As seen in Chapter III, the IEP team defined the student's specially designed instruction by outlining goals and objectives. The decision that the team makes now is how much and what type of instructional intervention is necessary to achieve the goals and objectives (Strickland & Turnbull, 1990).

After discussing the amount and type of instructional intervention, the IEP team lists the subjects, courses, and activities in which the student will participate in regular education. Reading, math, language, and social studies are common subject areas for elementary students. Most elementary-aged students will have subjects such as these listed on their IEPs. By the time the student enters middle, junior high, or senior high school, course titles often are used (e.g., English 101, Typing I). Activities are defined as non-curricular times during the school day and include lunch, recess, assembly, and so forth.

The IEP team may indicate the amount of time the student spends in each by writing the approximate number of hours or minutes per day or week next to each course or activity. For example, "Typing I, 3 hours/week," "Science, 30 minutes/day," or "Recess, 100 minutes per week." The team also may use a percentage to indicate how much of the student's day or week is to be spent in a particular regular education subject, course, or activity. The IEP team should not list the times of the day (e.g. 9:10-9:50) that the student attends a class, course, or activity.

Question 48 of the federal regulations (see Appendix J) states that if modifications are needed for the student to participate in regular education subjects, courses, or activities, they need to be described. If a student has had problems that makes it necessary to remove him/her from the regular education classroom, it is unreasonable to expect the student to return to the classroom and be successful unless some modifications are made. Modifications may include having an aide attend the class or activity with the student, a change in the way the course material is presented, or a modification in the way the student is graded. Other accommodations might be that the student:

- receives assignments presented in a different way by the teacher
- receives a specially designed behavior management program
- is given adapted assignments/modified materials to read
- is given more time to complete assignments
- takes oral rather than written tests
- has preferential seating

Modifications also may include assistive technology. Assistive technology, as defined in the Individuals with Disabilities Education Act (IDEA), ". . . means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of individuals with disabilities." [See Title 20, U.S.C. Sec. 1401(25).] Examples of assistive technology are classroom amplification systems, speech synthesizers, wheelchairs, computers, and remote control switches that allow students to use computers, instructional equipment, or other classroom materials. The term "assistive technology service" means any service that directly assists an individual with a disability in the selection, acquisition, or use of an assistive technology device. The term includes:

1. the evaluation of the needs of an individual with a disability, including a functional evaluation of the individual in the individual's customary environment;

2. purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by individuals with disabilities;

3. selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing of assistive technology devices;

4. coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs;

5. training or technical assistance for an individual with disabilities, or, where appropriate, the family of an individual with disabilities; and

6. training or technical assistance for professionals (including individuals providing education and rehabilitation services), employers, or other individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of individual with disabilities. [See Title 20, U.S.C. Sec. 1401(26).]

Assistive technology not only includes deciding which devices can best assist a particular student, but training in how to use these devices and help in getting the devices repaired (Button, 1991).

In 1990, Judy Schrag, Director of the U.S. Department of Education's Office of Special Education Programs, wrote: "Assistive technology can be a form of supplementary aid or service utilized to facilitate a child's education in a regular educational environment. Such supplementary aids and services are modifications to the regular education program, and must be included in a child's IEP."

Several examples of statements that explain modifications that may be necessary for a student to participate in the (regular) general education environment are noted below:

a. Scott's reading comprehension level is three years below grade level; he requires all classroom reading materials to be at or below the 3rd grade reading level so that he can understand what he reads.

b. Susan will have a teacher assistant with her whenever she is in general education classes. The aide will clarify information, encourage participation, and promote independence whenever possible. Susan needs an accessible table in the lunchroom and an accessible desk in the classroom.

c. Tameesha needs her total curriculum to include presentations which combine visual and auditory cues; important lessons or key segments of lessons must be audio-taped; and, all testing is to be done orally.

d. Roberto will be graded on the same scale (i.e., A - F) as other students, but his grades will be based on his level of effort rather than on the curriculum objectives for the regular education students.

e. School district discipline policies apply to Randall except that his occurrences of swearing and verbal classroom disruptions will be reported directly to Mrs. Spencer, his special education teacher. Mrs. Spencer will carry out a behavior management plan with Randall involving a daily report card for monitoring his behavior and a home-school contract for rewarding appropriate behavior. This will continue until he has 3 consecutive weeks with no more than 1 occurrence of the undesired behavior(s).

Modifications to the regular education program are written on page 4 of the IEP form in the space provided. The team can follow the same guidelines listed above when completing the second column of this section, "Extent of Participation in Special Education Instructional Program." List the subjects, courses, and/or activities that will be the responsibility of special education. Again, the approximate amount of time per week (i.e., total minutes or percent of time) that the student participates in those subjects, courses, or activities in special education programs is entered here. (See Appendix H for an example of how to complete page 4 of the IEP.)

Description of Special Education Instructional Program

After discussing the extent of participation and modifications necessary for regular education participation, the IEP team is ready to decide what special education instructional program will help the student achieve his/her goals and objectives. Iowa Rules of Special Education define special education instructional programs as ". . . those special education classroom and instructionally related activities for children requiring special education ordinarily provided by the school district but which, in some instances, may be contracted from the AEA or another recognized agency."

In this section of page 4 of the IEP form, the team enters the type of program(s) the student will receive, keeping in mind the least restrictive environment (LRE) provisions discussed earlier. It should be stressed that it is not necessary to place a student into one of the traditional special education programs in order for the student to receive special education. The team always considers whether the needed program and services can be provided in the regular education classroom.

There are eight types of special education instructional programs defined in the Iowa Rules of Special Education. The IEP team may select one, a combination of these programs, or decide that the student's special education can be provided in the regular education classroom. It is important for the team to review and discuss all the program options that are available for the student. The options that were discussed and the reasons why they were or were not selected need to be written in the "Justification for Instructional Programs and/or Support and Related Services Being Recommended" section of the IEP form (page 5).

The IEP team cannot assume that the appropriate program for a student is one that is available in the district. The team also cannot assume, when discussing a student who has received special education services in the past, that his/her prior program placement will continue to be appropriate. The team must make a new placement decision for each student based on his/her IEP, not on factors such as availability of space, the student's disability, or convenience to the district.

In addition to the regular education class option, the eight special education programs defined in the Iowa Rules of Special Education 41.5(1) through 41.5(8) are:

1. Self-contained special class. An educational program for pupils with similar educational needs who are severely disabled and whose instructional program is provided by a special education teacher. The pupils shall be offered opportunities to participate in activities with nondisabled peers and adults. Preschool programs of this type may be operated on a multicategorical basis. [See reference Iowa Code, Section 281.9(1)"d".]

2. Self-contained special class with little integration. An educational program for pupils with similar educational needs who require special education but who can benefit from limited participation in the general education curriculum with pupils without disabilities...Preschool programs of this type may be operated on a multicategorical basis. [See reference Iowa Code, Section 281.9(1)"c".]

3. Special class with integration.

   a. An educational program for pupils requiring special education who have similar educational needs and who can benefit from participation in the general education curriculum in one or more academic subjects with pupils who are not disabled...

This program shall include provisions for ongoing consultation and demonstration with the pupils' teachers.

b. Programs of this type may be operated on multicategorical basis with approval of the director. For approval to be granted, the following conditions shall be considered: support services provided to the program including appropriately authorized consultant services; the need for and availability of paraprofessionals to assist the teacher; served pupils have comparable educational needs; the chronological age range does not exceed four years; and, program curriculum consists of appropriate content for handicapping conditions served. [See reference Iowa Code, Section 281.9(1)"b".]

4. Resource teaching program. An educational program for pupils requiring special education who are enrolled in a general education curriculum for a majority of the school day but who require special education in specific skill areas on a part-time basis...This program shall include provisions for ongoing consultation and demonstration with the pupils' teachers and may be operated on a multicategorical basis. [See reference Iowa Code, Section 281.9(1)"b".]

5. Itinerant services (school-based). Special education may be provided on an itinerant basis whenever the number, age, severity or location of pupils to be served does not justify provision by professional personnel assigned on a full-time basis to one or two attendance centers.

6. Itinerant home services or hospital services.

a. Pupils requiring special education shall not be denied special education when their condition precludes school attendance. Appropriate special education shall be provided through home or hospital instruction. The provision of special education through home or hospital instruction will be provided only for those handicapped pupils whose condition precludes their participation in the general or special education conducted in schools or related facilities. The status of these pupils will be periodically reviewed to substantiate the appropriateness of the placement.

b. When it is necessary, as determined by the diagnostic-educational team, to provide a home instruction program for a pupil requiring special education who has been removed from school because of unacceptable school behaviors, the program shall be reviewed by the diagnostic-educational team, including the parents, at least every 30 calendar days to review other alternatives or to determine that home instruction continues to be appropriate. . .

7. Supplemental services. Services provided by special education personnel for pupils requiring special education include:

a. Provision of information, consultation and support to classroom teachers, curriculum specialists, special education personnel and administrators.

b. Supervision and training of aides.

c. In-service training of personnel providing or being prepared to provide special education.

d. Parent and pupil counseling and instruction.

e. Demonstration of special education procedures and techniques.

f. Curriculum development activities.

g. Assessment, consultation, preevaluation activities, program planning, and referral and coordination with community agencies and services.

8. Special adaptations (supplemental assistance). Handicapped pupils may be weighted in accord with Iowa Code section 281.9(1)"b", when the diagnostic-educational team recommends that through special adaptations the pupil can appropriately be served in the general education classroom. Authorized programs may include: intensive short-term special education instructional intervention; interpreters for hearing impaired pupils; readers for visually impaired pupils; educational aides; aides for physically disabled pupils or other pupils with disabilities for assistance in and about school; materials; and, specialized or modified instructionally related equipment for use in the school. [See Education (281), Section 41.5(8), IAC.]

Physical Education

Regular physical education is the physical education program available to pupils without disabilities. If the student with special needs is enrolled in regular physical education with students without disabilities, the team writes an X or a check mark by regular education and moves on to the next section (see page 4 of the IEP form). If the student is taking the regular physical education course with students without disabilities, but modifications are being made so he/she can participate, the team marks the second line. According to Question 49 in the Code of Federal Regulations, ". . . if some modifications to the regular PE program are necessary for the student to be able to participate in that program, those modifications must be described in the IEP" [Title 34, C.F.R., Part 300, App. C]. If modifications are to be made in the physical education program, a description of the modifications to the IEP must be attached. Examples of modifications include: more time to complete a task, different equipment, closer supervision, and the assistance of an aide. Modification statements such as "Kevin will need approximately 15 more minutes to complete most physical education skill building activities," "Cassandra will need to have all physical education tests given to her orally and directions for activities repeated," and "Kyle must be excused from high intensity aerobic workouts/activities and provided with low intensity alternatives" are acceptable.

If a specially designed physical education program is needed, the goals and objectives for the program must be included in the goals and objectives section of the IEP form. Question 49 (see Appendix J) states that information indicating the student's need for specially designed physical education also must appear in the PLEP. Question 49 discusses physical education (PE) as pertaining to separate facilities:

> If a student with a disability is educated in a separate facility, the PE program for that student must be described or referred to in the IEP. However, the kind and amount of information to be included in the IEP would depend on the physical-motor needs of the student and the type of PE program that is to be provided.
>
> Thus, if a student is in a separate facility that has a standard PE program (e.g., a residential school for the deaf), and if it is determined--on the basis of the student's most recent evaluation--that the student is able to participate in that program without any modifications, then the IEP need only note such participation. On the other hand, if special modifications to the PE program are needed for the student to participate, those modifications must be described in the IEP. Moreover, if the student needs an individually designed PE program, that program must be addressed under all applicable parts of the IEP. [See Title 34, C.F.R., Part 300, App. C.]

Support and Related Services

A student may need more services than a special education instructional program to achieve his/her educational goals and objectives. If this is the case, the IEP team must decide which special education support and related services the student needs to help him/her benefit from special education. Federal regulations state that related services are those necessary to help the student benefit from special education. The IDEA defines related services as:

> . . . transportation and such developmental, corrective, and other supportive services (including speech pathology and audiology, psychological services, physical and occupational therapy, recreation, including therapeutic recreation and social work services, and medical and counseling services, including rehabilitation counseling, except that such medical services shall be for diagnostic and evaluation purposes only) as may be required to assist a child with a disability to benefit from special education and includes the early identification and assessment of disabling conditions in children [Title 20, U.S.C., Chapter 33, Sec.1401(17)].

Federal regulations caution that this is not a complete list of related services. Also included as support and related services can be services such as art, music, and dance therapy as well as assistive technology. Only medical services that must be provided by a physician are excluded as a related service (except when the medical services are needed to evaluate or diagnose a disability).

Strickland and Turnbull (1990) state that a "... related service may be any service required to enable a student with a disability to attend school and participate in the educational program" (p. 273) as long as the service does not have to be provided by a physician. Related services help a student reach his/her educational goals and objectives. Strickland and Turnbull go on to say that related services are designed to support the specially designed instruction the student receives. These are special services that help offset or decrease the effect of the disability on the student's educational performance.

The Iowa Rules of Special Education define special education support programs and services as ". . . those activities which augment, supplement or support general or special education for pupils requiring special education and which are ordinarily provided by the AEA but may be provided by contractual agreement, subject to the approval of the board, by the school district or another qualified agency" [Education (281), §41.3(281), IAC].

The Iowa Rules of Special Education state that related services are not synonymous with special education programs and services defined in these rules. The IEP team can think of "related services" as more of a global term than "support services." For example, support services do not include services such as catheterization, but related services do.

Both special education support and related services are determined on an individual basis for each student. They are based on the assessment of each student's individual needs and his/her goals and objectives. Therefore, all students in the same class, or with the same disability, do not necessarily receive the same support and related services. Students will receive these services only if the services are needed to help the students reach their goals and objectives. When determining the support and related services, the team should review the pupil's PLEP statements, annual goals, and short-term objectives, and then decide if support and related services are needed to implement the specially designed instruction that is being recommended for the student.

The main question the IEP team needs to ask when discussing which support and related services a student needs is--"Is the service needed for the student to benefit from the educational program provided?" The question is not: "Will the service benefit the student?" The basis for the first question comes from the Supreme Court decision in 1982, Board of Education v. Rowley. The Court ruled ". . . that the intent of P.L. 94-142 is not to guarantee optimal services to a student but to provide reasonable opportunities for that student to participate in and benefit from the educational program provided by the school." The Iowa Rules include the following criteria for the IEP team to use to determine if a specific related service is needed for a pupil requiring special education:

a. Routinely administered. The service can be administered routinely by school personnel.

b. Basic to goals of IEP. The service is basic to the goals and objectives of the IEP for the pupil.

c. Frequency and intensity of service. The pupil's special education necessitates service of a greater frequency and intensity than would be required if the pupil were not in school.

d. Administered during school hours. The service has to be administered during the school day, as defined in public instruction department subrule 3.2(11), in order to reasonably expect the pupil to be able to attend special education [Education (281), §281-41.21(1-4) and (281), IAC].

A student is not entitled to support and related services if he/she does not have a disability. He/she is not eligible if his/her disability does not affect his/her educational performance in school. An example of a student not entitled to these services would be a youngster who has behavior problems at home or in the community, but does not have behavior problems in school and his/her behavior does not affect his/her ability to receive an education. The school district would not be obligated to provide support or related services in such a case (Strickland & Turnbull, 1990). However, with a situation like this, it must be remembered that educational performance is not limited to academic achievement. Educational performance also may include interpersonal and other areas of behavior that are part of a student's education. If this student's behavior was affecting his/her ability to make and maintain friendships, support and related services might be warranted.

In Iowa, a related service can be considered a special education program. For example, speech-language pathology can be defined as a related service, special education, or both. If a pupil has only a speech impairment, speech is considered a special education instructional program. If a student has a mental disability and a speech impairment, then speech is considered a related service. Another example might be a student with a physical disability that affects his/her writing. This student would need to have adaptations made so he/she could complete his/her written assignments in the regular education classroom. If an occupational therapist helps the classroom teacher make adaptations to accommodate the student, this is a special education instructional program. However, if the student also has a learning disability, the occupational therapy service he/she receives is a related service. Similarly, assistive technology can be a related service or special education program. In 1990, Dr. Schrag, Director of the U. S. Office of Special Education, stated that:

> The EHA B regulation includes as examples 13 services that qualify as related services under EHA B. We emphasize that this list is not exhaustive and may include other developmental, corrective or other supportive services if they are required to assist a child with a disability to benefit from special education. Thus, under EHA B, assistive technology could qualify as special education or related services.

Both the Iowa Rules of Special Education and the Code of Federal Regulations state that all related and support services must be written on the IEP. The Code of Federal Regulations state in Question 44 that ". . . the services must be listed in the IEP even if they are not directly available from the local agency, and must be provided by the agency through contract or other arrangements." Support and related services must be provided in the least restrictive educational environment.

When completing the Special Education Support and Related Services section of the IEP form (page 5), the IEP team should list each service that will be provided as specifically as possible. Then team members, including the student, parents or guardian, need to discuss the amount of time (i.e., percent of time or total actual time) the service will be provided. In addition, the number of times the service will be provided each day, week, month, quarter, or year should be indicated. For example, the service may be provided "20 minutes a day for 3 days a week." The team should not list the specific days of the week (e.g., Monday, Wednesday, and Friday), and the actual hours and minutes should not be listed (e.g., do not write "from 9:45 to 10:05"). A range of times should not be stated.

In the "Duration" column, the team should indicate when the service will start and the projected date each service will end. Question 53 in the Code of Federal Regulations says that "In general, the anticipated duration of services would be up to twelve months." The date should not extend more than a year from the date of the IEP meeting. If the date is written as one calender year, unless otherwise stated on the IEP, the provision of services is required only during the days that students without disabilities receive an education. If any service is provided during the summer, an explanation must be included on the IEP. Question 53 also states that ". . . the duration of each service must be reconsidered whenever the IEP is reviewed."

In the last column, the IEP team lists who is responsible for providing the service. The position or title of the person should be entered, not a specific name. (See Appendix H for a completed example.)

Justification for Instructional Programs and/or Support and Related Services Being Recommended

This section of the IEP addresses why the IEP team chose the particular instructional program(s) and/or support and related services. The IEP team reviews the special education instructional program and special education support and related services selected for the student, and then writes why this particular student needs this particular program and services. The statements in this section are individualized for the student and based on his/her specific instructional needs. The IEP team may include in this description other special education instructional programs and services discussed and the reasons they were not chosen.

Information that explains why the option(s) selected is (are) the most appropriate and least restrictive may be included. If the following situations exist, the IEP team must address them in this section:

(a) the student's goals and objectives cannot be achieved in the classroom or building he/she would attend if he/she did not have a disability, and

(b) the student is placed in an environment with other pupils who are significantly older or younger (Minnesota Department of Education, 1990).

The Handbook for the State Recommended Individual Education Plan (1990), prepared by the Unique Learner Needs Section of the Minnesota Department of Education, combined with Dr. Lepley's (1990) questions, provide the following discussion guidelines for IEP teams to use when completing the justification of the IEP:

1. Discuss which sites and settings for special education services have been tried previously, where the student now receives services, and which sites and services presently are recommended to meet the learner's needs.
2. Discuss the sites and settings that were considered in current or previous IEP meetings but were not chosen; describe why these placements were not chosen.
3. Discuss what supports were used to facilitate previous placements, what considerations resulted in discontinuing these placements, and what efforts are

planned to prepare the learner to return to a less restrictive environment. Discuss the special education interventions that have been tried in previous placements, and the progress the learner has or has not made with these interventions.

4. Discuss the following learner characteristics as they relate to the placements considered:

   - rate of skill acquisition and overall functioning level
   - need for social interaction and leisure skills training
   - need for limited environmental distractions
   - need for restricted space within a building
   - behavioral characteristics (including effect of behaviors on the learning of other students in the classroom, neighboring classrooms, and/or school building)
   - special health or safety needs
   - miscellaneous factors

5. Discuss the following programmatic components in determining regular education options for the learner:

   - content of the regular classroom curriculum
   - structure of the regular classroom
   - balance of regular education content areas with functional, social, and community skills training
   - supports needed to facilitate integration--social, physical, and academic

6. Discuss the placement location chosen as it relates to the learner's specific needs as identified in the foregoing discussion.

A restatement of the student's disability is not what should be written in this section. For example, "He has a mental disability," "He has a low IQ," or "She needs help in reading," are not appropriate rationales.

Examples of quality statements for the Justification section of the IEP form follow:

a. Bill has been served one hour a day, then two hours a day in the resource room in the last two consecutive years, respectively. He is not progressing sufficiently. To meet his needs, the IEP team believes he should receive three and one-half hours per day with the special education teacher. A full day special education program was discussed. However, the team agreed to try the half day option first because it allows more opportunities for Bill to interact with children who are not disabled.

b. Attempts to improve Maria's communication and articulation skills through regular education teacher instruction have not been successful. She attends and learns better in a quiet room with small group instruction, away from regular classroom students. A resource room placement seems most appropriate at this time. All other options discussed were thought to be too restrictive for Maria at this time (adapted from Taylor, 1989).

c. Ben needs full-time special education services provided in a regular second grade classroom. He can meet his objectives by partially participating in the general second grade curriculum with the support of a full-time aide and six hours per week instruction by a special educator, in addition to the occupational therapy, physical therapy, speech-language, and health services that he requires. Ben needs opportunities throughout the day to work on his objectives in the same activities and lessons as his second grade peers. He will not be removed from his classroom except for community instruction and adapted physical education classes. The following placement alternatives were discussed: full-time inclusion in a regular second grade classroom, resource teaching program, and special class with integration. The team agrees that Ben's needs can be met in a regular second grade classroom with supports--modifications on an as needed basis to the second grade curriculum--and with a full-time aide. The other placements discussed are more restrictive and may hinder his social-emotional development.

d. The placement can be implemented in a full-time self-contained classroom with emphasis on providing Pho with a safe environment in which to increase her interaction and participation in daily routines. She cannot be placed at Canterbury Elementary in a regular classroom or resource room, nor at Histon Elementary in a special classroom with integration primarily due to health reasons--Pho needs minimal exposure to different people and germs; she needs individual instruction and extremely careful handling to avoid physical injury due to brittle bones. She cannot be near active children who may inadvertently injure her. Pho's parents and the team agree that Tocan Center is the most appropriate placement for her, as it takes into account her constraints and provides the least restrictive option for her.

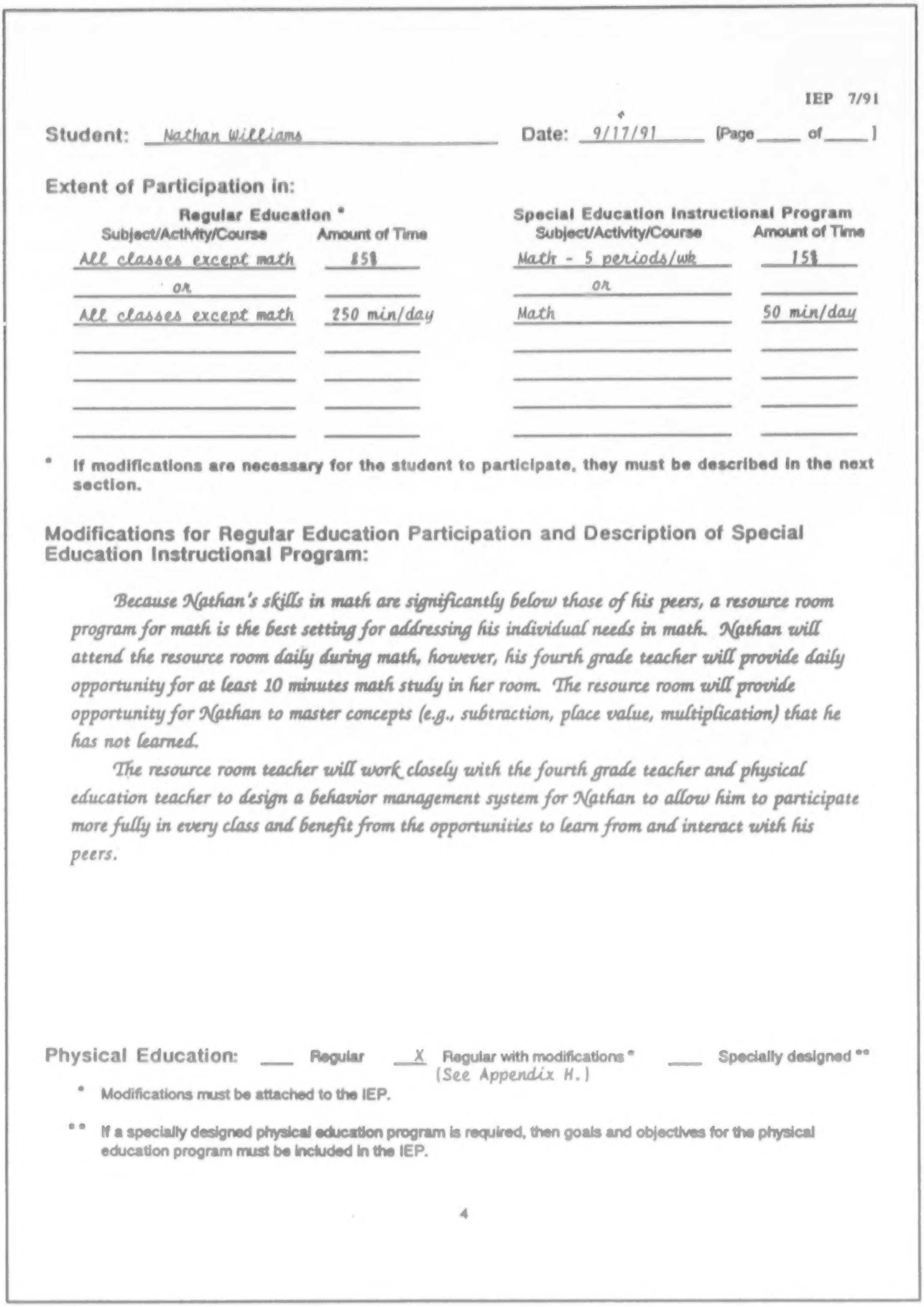
e. Juan needs to spend time during regular school activities working on improving his walking speed. The amount of time for pull-out services has been decreased to 30 minutes every other day with a school aide as instructed and supervised by the physical therapist. Consecutive one month trials have shown that if Juan is given two extra minutes between classes he can make successful transitions and interact positively with his peers. The IEP team feels that additional exclusion from the regular classroom would be counter-productive. The amount of pull-out services have decreased over the last year, and it is evident that he no longer requires specialized sites or settings to maintain normal mobility in the school setting. Juan has expressed his preference to remain with his peers as much as possible.

Consultative Services

When do consultative services appear on an IEP? Consultative support services are included on a student's IEP when there is an intended outcome, stated as a goal and objectives, which would not occur in the absence of that consultative service. Consultative support services are designed to assist an intermediate person in developing, implementing, monitoring, and evaluating interventions directed at specific behavior changes. The type and amount of the specific consultative support service is identified. At least one annual goal with measurable short-term objectives is identified. This goal must relate to the student's needs as noted in the present level of educational performance statement. The title of the support personnel identified for helping the student reach these objective must be provided.

Summary

Chapter IV has discussed how to describe and justify a student's special education instructional program and support and related services. This is a very important part of the IEP, because it specifies services that will help a student accomplish his/her goals and objectives and identifies where he/she will receive those services. During the time the team is designing a student's instructional program and support and related services, the student's right to an appropriate education in the least restrictive environment must be kept in mind.



IEP 7/91

Student: Nathan Williams **Date:** 9/17/91 [Page ____ of ____]

Extent of Participation in:

Regular Education * Subject/Activity/Course	Amount of Time	Special Education Instructional Program Subject/Activity/Course	Amount of Time
All classes except math	85%	Math - 5 periods/wk	15%
or		or	
All classes except math	250 min/day	Math	50 min/day

* If modifications are necessary for the student to participate, they must be described in the next section.

Modifications for Regular Education Participation and Description of Special Education Instructional Program:

Because Nathan's skills in math are significantly below those of his peers, a resource room program for math is the best setting for addressing his individual needs in math. Nathan will attend the resource room daily during math, however, his fourth grade teacher will provide daily opportunity for at least 10 minutes math study in her room. The resource room will provide opportunity for Nathan to master concepts (e.g., subtraction, place value, multiplication) that he has not learned.

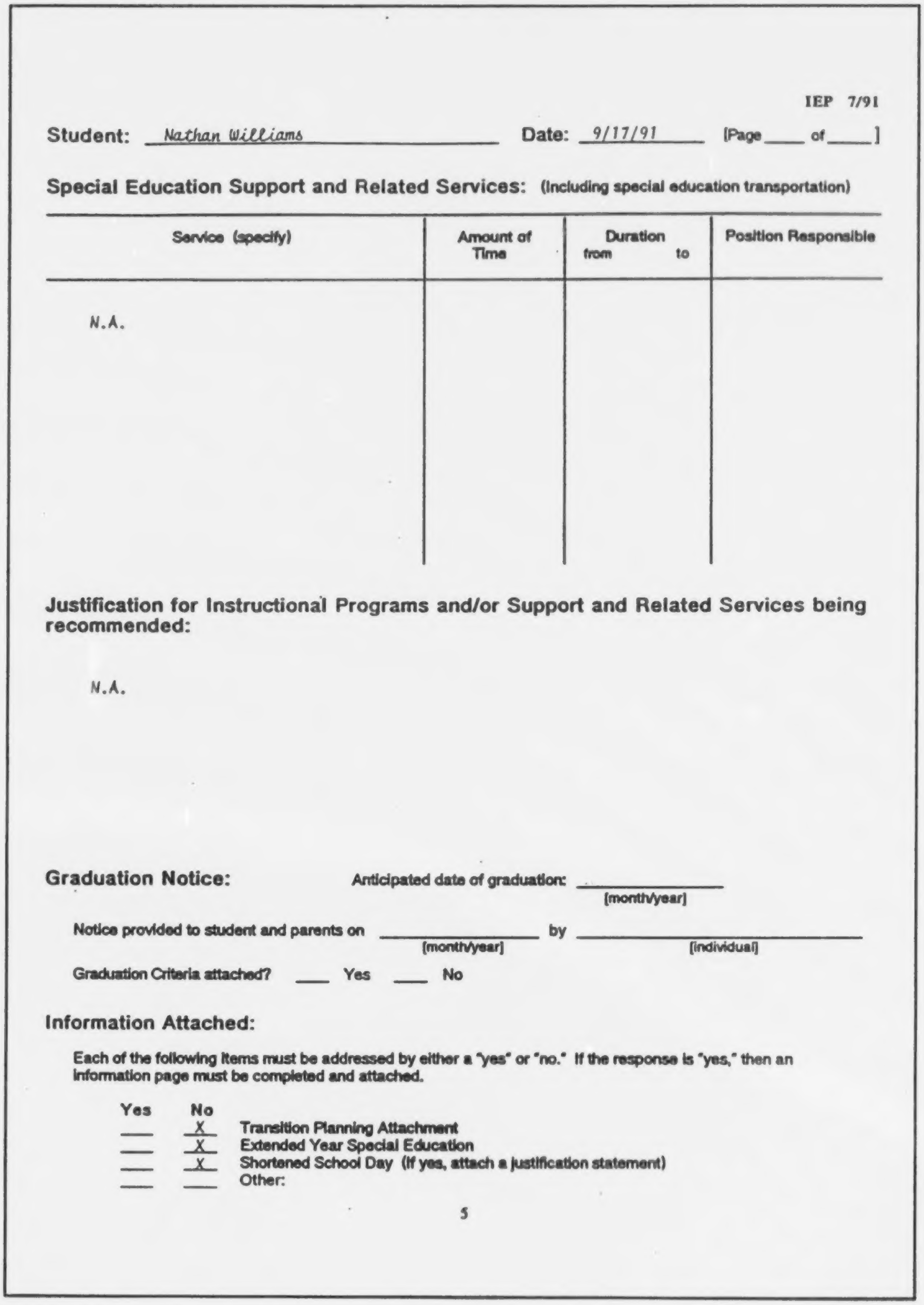
The resource room teacher will work closely with the fourth grade teacher and physical education teacher to design a behavior management system for Nathan to allow him to participate more fully in every class and benefit from the opportunities to learn from and interact with his peers.

Physical Education: ___ Regular _X_ Regular with modifications * ___ Specially designed **
(See Appendix H.)

* Modifications must be attached to the IEP.

** If a specially designed physical education program is required, then goals and objectives for the physical education program must be included in the IEP.

4



IEP 7/91

Student: Nathan Williams **Date:** 9/17/91 [Page ____ of ____]

Special Education Support and Related Services: (Including special education transportation)

Service (specify)	Amount of Time	Duration from to	Position Responsible
N.A.			

Justification for Instructional Programs and/or Support and Related Services being recommended:

N.A.

Graduation Notice: Anticipated date of graduation: ____________ [month/year]

Notice provided to student and parents on ____________ [month/year] by ____________________ [individual]

Graduation Criteria attached? ___ Yes ___ No

Information Attached:

Each of the following items must be addressed by either a "yes" or "no." If the response is "yes," then an information page must be completed and attached.

Yes	No	
___	X	Transition Planning Attachment
___	X	Extended Year Special Education
___	X	Shortened School Day (If yes, attach a justification statement)
___	___	Other:

Chapter V

Integrating Transition Planning Into The IEP

Primary Authors:

Patricia Sitlington, Consultant
Career/Vocational Education for the Handicapped
Iowa Department of Education
Bureau of Special Education

Dee Skeens, Director
Iowa Transition Initiative
Drake University
Des Moines, Iowa

Carl R. Smith, Administrator
Mountain Plains Regional Resource Center
Drake University
Des Moines, Iowa

Integrating Transition Planning into the IEP

Overview of Chapter V

Chapter V describes the concept of transition and gives a rationale for transition planning. Responsibilities of the transition planning team are discussed. Ten areas of transition identified in the Iowa Transition Initiative are presented. Transition planning must be part of each Iowa IEP no later than age 16, and at this time it becomes a major focus of the student's IEP. The responsibility for transition planning falls under the auspices of the IEP team. In addition, extended year special education, shortened school day, and graduation notice are discussed in this chapter. The Key Terms below are defined in the Glossary in Appendix M.

Key Terms

- ***Extended year special education***
- ***Graduation notice***
- ***Iowa Transition Initiative***
- ***Shortened school day***
- ***Transitions***
- ***Transition planning team***

Integrating Transition Planning into the IEP

There are several items referred to on page 5 of the Iowa IEP form that merit additional comment. These include transition planning, extended year special education, and shortened school day, which are listed under "Information Attached." The graduation notice requirement also is found on page 5. New federal mandates and best practice require that the IEP process and document focus to a substantial degree on transition planning. Discussion of transition planning comprises the majority of the chapter.

Rationale for Transition Planning

There are a number of transitions which the student faces as he/she moves from early childhood programs to elementary school, from elementary to junior high, and from junior high to senior high school. Each of these transitions needs to be anticipated, and the IEP team must make plans so the shift from one environment to another is as smooth as possible for the student. (Appendix K contains a figure of the transitioning process for students beginning at age 12.) The transition from school to adult life may be the most difficult of these "passages."

The need for an organized process for planning the student's transition from school to adult life is documented in the Iowa Statewide Follow-up Study (Frank, Sitlington, & Carson, 1991; Frank, Sitlington, Cooper, & Cool, 1990). In these reports, a large percentage of students of all disability levels and labels who exited school were found to be unemployed or underemployed, working part-time with few fringe benefits, receiving little post-secondary education, and, in many cases, living at home. Why is the transition to adult life so difficult? One reason is that this transition entails moving from a system of one major service provider to a system with a number of service providers. It also involves moving from a system in which the student is guaranteed services to one where the individual often has to meet eligibility criteria in order to be served. Ideally, the transition from school to adult life is the culmination of a planning process that begins as the student enters the educational system.

The Individuals with Disabilities Education Act (IDEA) mandates that each IEP include "a statement of needed transition services for students beginning no later than age 16 and annually thereafter (and, when determined appropriate for the individual, beginning at age 14 or younger) . . ." This mandate supports a transition planning process that has been going on for a number of years in Iowa. This transition planning process includes the family, school personnel, adult service providers, and, most importantly, the student.

Planning for Transition Services and the IEP

In order for transition planning to be effective it must be integrated fully into the IEP process--it cannot occur separately. Since the long-range goals established by the IEP team should be geared to future outcomes for the student, planning for transition services should be the cornerstone of the IEP process from the time the individual enters school. Although the IDEA mandates that planning for transition services begin at age 16 (or younger), the Iowa Transition Model developed by the Iowa Transition Initiative specifies that planning for transition services should be integrated into the IEP no later than age 14.

The transition planning process should: a) focus on identifying the future adult living and working environments where the individual can function as independently as possible, b) specify the skills needed to function in each of these environments, and c) include an assessment of the individual's strengths and needs in relation to the skills required to function independently as an adult. The IEP should address the skills, knowledge, and experiences necessary to prepare the individual to function in adult environments as well as identify the support he/she will need in order to be successful.

The transition planning process should help the IEP team identify the interagency responsibilities and/or linkages needed to assist the student in transitioning to these post-school services and supports. The transition planning process is much more than just placing the student on the waiting list for a particular agency. Adult service providers should be involved actively in the planning process, and the IEP should show evidence of anticipating the future services that the student will need. (Appendix L contains a sample Transition Planning Attachment.)

Most importantly, the attachment for transition planning should assist the IEP team in identifying the areas in which the student needs educational instruction and support. The ten transition areas recommended in the Iowa Transition Initiative are: 1) employment, 2) living arrangements, 3) social,

4) leisure, 5) academic and functional skill training, 6) vocational training, 7) financial planning, 8) health, 9) mobility, and 10) self-advocacy. Once the team identifies the transition areas in which the student needs assistance, current levels of functioning and subsequent goals and objectives should be included in the student's IEP.

The Transition Planning Team

The IEP team is the core team involved in helping to develop the statement of needed transition services on each student's IEP. The two most important members of the planning team are the family and the student. It is critical that both participate fully in planning for the transition from school to adult life. In many instances, the coordination of post-school services may fall upon the family or student once the student leaves the educational system. Decisions about the future should involve the student and family as they will be most affected by those decisions. Consequently, both the family and the student need to be active members of the planning process.

In addition, a representative of each participating agency responsible for paying or providing transition services needs to be included as a member of the IEP team before the student leaves school. Information on potential future adult services should be shared with the family and the student as early as possible, beginning at least by age 12. Which adult service agency representatives are included on the IEP team will depend on which services and resources (human and financial) will be needed to ensure a successful post-school adjustment. Inclusion of representatives from other agencies often means scheduling IEP meetings at times those representatives can attend. In all, the transition planning process must provide for the active involvement of the student, the family, and adult service providers and identify the interagency responsibilities and linkages needed to meet the student's present or future needs as identified by the IEP team.

The Planning Process

The Iowa Transition Model developed by the Iowa Transition Initiative outlines a best practice approach to transition planning for all individuals with disabilities. In this model, it is recommended that planning for transition services begin by age 12, or earlier. This is important so that the family and the student become aware of the need to plan for the future by identifying post-school resources and support services the student will require. This awareness is followed by assessing the skills and knowledge possessed by the student and identifying the skills, knowledge, and experience the student will need to acquire in each of the 10 transition areas. IEP goals and objectives then can be developed for the needed transition services.

As mentioned, in Iowa planning for transition services should begin no later than age 14. Activities related to implementing, monitoring, and evaluating student progress as well as the planning process itself are considered carefully. The final stage of transition involves networking in adult life. A process should be established that will follow through with the plan that was implemented and developed by the planning team in high school. Procedures also will need to be established that will reconvene the IEP team to identify alternative strategies to meet the transition objectives if agencies fail to provide agreed upon transition services.

While the individual is in school, special education and regular education teachers and support personnel are important players in the transition planning process. It is their responsibility to ensure that transition planning is integrated fully into the IEP process. For more information about this process contact your AEA transition specialist and/or the Iowa Transition Initiative, Mountain Plains Regional Resource Center, Drake University, Des Moines, IA 50311, telephone (515) 271-3936.

Extended Year Special Education (EYSE)

The issue of extended year special education (EYSE) has been discussed in detail in a publication in Iowa (Iowa DE, 1988). Readers are referred to this publication for further discussion on EYSE. In considering what information to attach to the IEP, the rule governing the EYSE states:

> 12.17(18) *Extended year special education.* To ensure provision of a free, appropriate education, pupils requiring special education shall be provided extended year special education (EYSE) in identified critical skill areas when the special education instructional program, support services, or both, in which the pupil is regularly enrolled are not in session for periods of three or more consecutive weeks. EYSE may include special education instructional or support services or both. A review of all pupils receiving special education

shall be conducted by the multidisciplinary team for the purpose of identifying those pupils who may require EYSE in accordance with this rule. The parents of these pupils shall be provided written notice of their child's potential need for EYSE and of procedures to be followed in making a final determination. The parents of these pupils shall also be provided written notice of the multidisciplinary team's subsequent determination regarding the pupil's need for EYSE. This notice shall occur no later than 60 days prior to the interruption of special education in which the pupil is regularly enrolled. In limited cases where 60 days notice is impracticable (i.e., late enrollment; verifiable change in educational program needs), this notice shall be provided with expediency. Should the parents of the pupil wish to appeal the decision regarding extended year special education, an . . . appeal must be filed . . . within 15 calendar days of receipt of the multidisciplinary team's decision. This requirement is necessary if the appeal is to be heard in time for the implementation of extended year special education during the period for which the request was made.

Determination of the need for EYSE for each pupil shall be made by the multidisciplinary team based on empirical and qualitative data collected by the multidisciplinary team. A pupil shall be provided EYSE if, in the educational professionals' interpretation of the data, either of the following conditions is present:

a. Failure to maintain an acquired critical skill, as a result of an interruption of special education instruction or support services in a critical skill area, to the extent that a period of reteaching of nine or more weeks will be required to regain previous competence. In these cases EYSE programming shall be designed to provide for maintenance, rather than continued development of the skills identified.

b. Rare and unusual circumstances which will result in the loss or a severe limitation of the pupil's capacity and potential to acquire a critical skill. In these cases, EYSE shall provide for the maintenance of the critical skill and may also provide for the continued development or acquisition of a critical skill to prevent the anticipated loss or limitation.

Critical skills shall be determined at the time of the development of the IEP, shall be appropriate for the pupil, given the pupil's ability to acquire the selected skill, and shall be a priority for developmental and age appropriate growth.

Determination of the need for EYSE shall be made only for the immediate period of interruption. The provision of EYSE for the immediate period does not imply that EYSE will be required for subsequent periods in the absence of a finding to that effect by the multidisciplinary team (Iowa Rules of Special Education, 1990).

This 4-step chart presents the basic components of the extended year special education process.

1.
Special, Support, or Related Services Interrupted Three or More Weeks

2.
Multidisciplinary Team Reviews All Students
- Student Fails to Maintain Critical Skills
- Nine or More Weeks of Teaching Needed

3.
Parents Notified (60 Days Before Present Services End)

4.
EYSE Provided for the Period of Time Services are Interrupted

Shortened School Day

Iowa Administrative Code (IAC) Section 41.17(6) states that a minimum school day for students is five and one-half hours in length, exclusive of the lunch period. The IAC also states that the school or school district may record a day of school with less than the minimum instructional hours if emergency health or safety factors require the late arrival or early dismissal of pupils on a specific day.

Iowa Rules of Special Education state that students with disabilities should receive instructional time equivalent to pupils who are not disabled. If a special education student is not attending school for five and one-half hours a day, an explanation and justification of why the student is not doing so must be written by the team and attached to the IEP. Some AEAs have designed forms for reporting this information. The rationale for a shortened school day may be provided on such forms. It should be stressed that the decision for a shortened school day is based on the needs of the individual student, not on the basis of transportation schedules or other logistical considerations. If a shortened school day is determined to be appropriate by the IEP team, a check mark is made in the Yes column on page 5 of the IEP.

Graduation Notice

According to the Iowa Rules of Special Education (1990) the IEP must include:

> A statement of the projected date of graduation at least 18 months in advance of said date and the criteria to be used in judging whether graduation shall occur. Prior to graduation, the IEP team must find that these criteria have been met.

The Graduation Notice section on page 5 of the IEP form provides a means of documenting that the notification process has occurred. This protects the rights of the family and student and provides a written record that notification has occurred. The Graduation Notice section requires, for students who will complete their program within 18 months, that the IEP team indicate:

- the anticipated date of graduation,
- the date that graduation notice was provided to the student and the family,
- the name of the individual who provided such notice to the family, and
- whether the graduation criteria are attached to the IEP form.

It should be pointed out that even if the graduation criteria are not attached, it is still mandatory for the IEP team to provide this information to the student and his or her parents. Some districts document this process by the use of registered mail when parents have been unable to attend conferences. Appendix L has a sample transition planning attachment form developed by the Iowa Transition Initiative.

Summary

Transition planning is a very important component of every student's IEP process. Transition planning is a dynamic process that should begin when the student enters the education system. As the student approaches graduation, individuals from outside agencies are added to the IEP team. The family and/or the student may take increasing responsibility for managing the student's transition plan as the student gets closer to leaving school. In addition, factors related to extended year special education (e.g., the need to maintain critical skills, parent notification), the shortened school day (i.e., less than five and one-half hours), and notice of graduation (e. g., projecting the date of graduation at least 18 months in advance) were presented in Chapter V.

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Appendix A

Sample Forms for Assisting Parents and Learning More About Students

(1) Preparing for the IEP Meeting: Suggestions for Parents

(2) Parent Worksheet: What Do You Think?

(3) Parent's Record: Before the IEP Meeting

(4) Parent Survey Form: We Want to Know Your Child

Preparing for the IEP Meeting: Suggestions for Parents*

The Individualized Education Program (IEP)

There are a number of things you can do to prepare for the IEP meeting. First, you are an equal partner in the IEP process. Information from you is essential for developing the most appropriate IEP for your son or daughter. You and the school district must work together to develop the IEP. Suggestions and questions for you to consider in getting ready for the IEP meeting are listed below.

1

Visit the School

Visit your son or daughter's school and observe his/her classroom(s) so that you have an idea of what his/her teachers and classmates are like, what the expectations are for students, and how your son/daughter seems to do in a variety of everyday school situations. Take notes on your observations. Ask the teachers any questions you may have. Ask the teachers what their goals were for the lessons you observed. Ask them how they handle behavior problems in the classroom. Ask them how they adapt for individual students. Be sure to ask any specific questions you have about your son/daughter. Be sure to introduce yourself to the principal.

2

Keep a Written Record

Start a notebook on your son or daughter. Talk with relatives, your child, and others who know your child. What concerns or problems do you have with regard to your son or daughter? What concerns do you have about his/her education? About his/her friends and after-school activities? About difficulties you may experience at home? What are your child's strengths? Be sure to write down the positive things he/she can do. Be specific in your notes. Use the notebook to keep information from your doctor or others who see your child.

3

List Your Priorities

Before going to the IEP meeting, review your notebook and write a list of the questions you have for the IEP team. What skills does your child need to work on the most? What should your child work on at school that would be helpful at home? What are your main concerns and your hopes for your child? What does the school need to know that will help them teach/understand your son/daughter better?

---

*Parent is used to mean parent or guardian.

4

Bring a Friend

Often it is a good idea to bring a spouse, a friend, a neighbor, or another person who knows you and your child to the IEP meeting. That person can assist in bringing up questions and will give you someone to talk with after the meeting. Also, feel free to bring a tape recorder to the meeting. (If you discover later that you did not understand something, call the special education teacher or another member of the team at your first opportunity.)

5

Talk with the Teacher

If there is someone who tested your child that you want to attend the IEP meeting, please let the school know in advance. For example, you may want to be sure the speech/language pathologist attends if your child has difficulty speaking. Ask the school for any test results or summary statements that you might be able to review before the IEP meeting. Talk with your child's teacher. He/She will let you know more about what to expect and how to prepare. Remember, there is no such thing as a "dumb" question. The more questions you ask, the more you will learn.

6

Talk to Other Parents

If you are unfamiliar with special education and the IEP process after you have looked over the material sent by the school and talked with your child's teacher, you may wish to know the names of other parents with whom you can speak. Ask if there is a local parent group that might be able to help you better understand parent's rights and responsibilities. Ask for information on the Parent-Educator Connection.

7

Be Positive

Try to be positive in your interactions with the school. Expect the school to do their best. Let them know that you plan to work together with the school for as long as it takes to help your son/daughter succeed. The IEP meeting gives you an opportunity to learn more about your child. It is an opportunity to help your son/daughter achieve his/her full potential.

8

Communicate Clearly

Do your best to communicate clearly. Review the main points you want addressed just before you go to the meeting. Bring your written notes.

Parent Worksheet[1]

"What Do You Think?"

THINGS YOU CAN SHARE ABOUT YOUR SON/DAUGHTER

1. What are some favorite things your son or daughter likes to do?

____

____

____

2. How does he or she get along with others his or her own age?

____

____

____

____

3. How does your son or daughter feel about school? (What does he/she like or dislike?)

____

____

____

____

4. Have you noticed any changes around home in how your son or daughter acts?

_____ yes _____ no

If yes, what have you noticed? ______________________________

____

____

____

____

---

[1] Source Unknown

DO YOU HAVE QUESTIONS ABOUT. . .

(Please write your concerns on the space that follows each question.)

1. How your son or daughter is doing with school work?

2. How he or she is getting along with others?

3. Changes in how he or she is acting in school?

WHAT DO YOU THINK?

1. Are there things you would like your son or daughter to be doing at school that he or she is not doing?

2. Do you think your son/daughter is getting the help he or she needs?

3. What special help do you think you could give your son/daughter?

4. Please add any comments.

Parent's Record: Before the IEP Meeting[1]

Observation Guide

Name of Son/Daughter: ______________________ Age: __________

1. What does your son/daughter do best?
   - At home: ______________________
   - At school: ______________________

2. What problems does your son/daughter seem to have?
   - At home: ______________________
   - At school: ______________________

3. How does your son/daughter seem to feel about:
   - School (if he/she goes to school)?: ______________________
     ____
   - Himself/Herself? ______________________
     ____
   - Other children or students (friends, brothers, and sisters)? ______________________
     ____
   - Adults (parents, teachers, and relatives)? ______________________
     ____

4. What does your son/daughter like to do when he has free time or play time?
   ____
   ____

5. What does your son/daughter dislike?
   ____
   ____

---

[1] Adapted from For Parents of Exceptional Students...An Information Series: The Individual Educational Plan - IEP Booklet 2. Tallahassee, FL: State of Florida Department of Education, 1989, pp. 23-4.

6. How well does your son/daughter take care of himself (dressing eating, staying clean, etc.)?

____

____

7. What kinds of things does your son/daughter do to help you at home?

____

____

8. How well does your son/daughter listen to you and follow directions?

____

____

9. Does your son/daughter have any friends? ______________

- How old are his friends? ______________
- Does he/she have a "best friend"? ______________
- What does he/she do with his/her friends? ______________

  ____

10. How much, and how well, does your son/daughter talk:

- To you? ______________
- To other children or friends? ______________
- To adults? ______________

11. What does your son/daughter most need to learn in school?

____

____

12. What future hopes and expectations do you have for your son/daughter?

____

____

13. Please add any other information or comments you wish.

____

____

Parent Survey Form: We Want to Know Your Child[1]

No one knows your child as well as you do. The observations you make can help us plan together. Please fill out this information sheet. Bring it with you to the next staffing (IEP meeting) you attend. Instead of giving yes/no or short answers, would you please share a specific experience that illustrates your response?

1. How does your son/daugther feel about school?

   What does he/she like best? ______________________________

   What does he/she dislike? ______________________________

2. How does your son/daugther spend his/her spare time?

   What activities are shared with friends? ______________________________

   What hobbies does your son/daugther enjoy? ______________________________

   What responsibilities is he/she given at home? ______________________________

---

[1] Adapted from Shaffer, J., & Bell, J. (1978). Parents and Educators: Partners in Individualized Education Program Planning for Handicapped Students. Midwest Regional Resource Center, Drake University, Des Moines, IA 50311. pp. 71-73.

3. What particular problems does your son/daughter have?

What health problems seem to interfere with activities?

Are there any problems coping with emotions?

4. What interests and talents does your son/daughter have?

What does he/she like to read silently or read aloud?

What television shows does he/she enjoy?

Does he/she play a musical instrument, sing, draw, join in plays, etc.?

5. What attitudes does your son/daughter display?

How does he/she respond to brothers and/or sisters?

How does he/she react to parent suggestions? ____________________

____

____

____

Does he/she willingly accept responsibilities? ____________________

____

____

____

6. What recent changes, if any, have you noted in your son/daughter?

Do you see changes in the way he/she works? ____________________

____

____

____

Do you see any changes in the way he/she plays? ____________________

____

____

____

Do you see changes in his/her relationships with other people? ____________________

____

____

____

7. What special help do you think your son/daughter needs?

What services would you like your son/daughter to receive at school? ____________________

____

____

____

What special help would you like your son/daughter to receive at home? ______________________

____

____

____

8. We are aware that honest answers to the above questions often take the form of an "it depends" response. Please use the space below to make any comments that you think might help us to better understand your son or daughter.

____

____

____

____

____

____

____

____

____

9. Is there anything else you want to tell us?

____

____

____

____

____

____

____

____

____

Appendix B

Preparing for the IEP Meeting: Suggestions for Teachers

Preparing for the IEP Meeting: Suggestions for Teachers

The Individualized Education Program (IEP)

There are a number of things teachers can do to prepare for the IEP meeting. First, the teacher must remember that they are important partners in the IEP process. Observations and opinions of the teacher are essential for developing an appropriate IEP for the student. No formal evaluation data can replace the data teachers gather on the academic (e.g., reading, math, communication, science) and non-academic (e.g., daily life skills, mobility, social interaction) skills of the student. Suggestions and questions for the teacher to consider in preparing for the IEP meeting are listed below.

1

Invite Parents to School

Invite the student's parent/guardian to visit school and observe the classroom so (a) they will have a better understanding of the expectations and demands at school, and (b) you will have an opportunity to get to know them and explain your program to them. Establish a time that you can speak with them without interruption during their visit. Ask them about their concerns for their son/daughter, what they see as his/her strengths, and how he/she behaves at home. What kinds of things does he/she like to do? Does he/she have friends? His/her own room? Get plenty of sleep? Have chores? Earn an allowance? Have other family members who spend time with him/her? Share your basic concerns with the parents. Tell them what you consider to be the student's strengths.

2

Keep a Log

Keep a log of your informal observations on the student. What types of situations are difficult? What interventions work best in these situations? What interventions seem to be ineffective? How long can the student work independently, in a small group, and in a large group situation? What activities does he/she prefer? What motivates this student? How does he/she compare to your lowest performing student? Your average student? How does the pace of this student's work compare to others? Do you notice any signs that might be associated with medical problems (e.g., dark circles below eyes which might indicate allergies)? How does the student fit in socially? What are his/her social skills? How does he/she relate to adults?

3

Interview the Student

Interview the student (if developmentally appropriate). Ask the student to show you how he/she solves problems (e.g., adds, spells, figures out a difficult reading word). Ask the student how he/she remembers difficult things. Try to determine what is motivating/reinforcing for the student at school and at home. What interests the student? What are the student's goals (or lack of goals)? Who does the student go to when he/she has problems? What does the student think about school? What things does he/she like/dislike? What would the student change about school if he/she could? What would he/she change about home? What does the student like best about school and home?

4 **Prepare the Student**	If the student will be attending all or part of the IEP meeting, prepare the student by describing the purpose of the meeting, who will attend, what will be discussed, where it will occur, and how long it will last. Help the student think of (and write down) questions he/she may have. If the student will not be attending, but understands that his/her parents will participate, explain the purpose of the meeting simply and clearly. See if he/she has any questions.
5 **Collect Work Samples**	Collect work samples that are illustrative of the student's performance in the areas of concern. What seems to account for errors the student makes in the areas of concern (e.g., math calculations, attending)? What type of problem-solving strategies does the student use in the areas of concern? Are the strategies deficient or does he/she lack the variety of strategies necessary to succeed?
6 **Collect Data**	If behavior is a concern, you will need to collect direct observational data on the number of times, for example, a student engages in the behaviors of interest. How often does this inappropriate behavior occur? How long does it last? Under what conditions is the student most appropriate? Least appropriate? What events seem to trigger inappropriate behavior?
7 **Meet with Other Teachers**	Talk with other teachers and evaluators before the meeting. Is there any information they have that you could review? Are test summaries available? Do they have any questions they will want you to address? Is there any information (e.g., test results) that can be shared with the parents prior to the IEP meeting? Check to see that the parents have been fully informed regarding the meeting--that they will have no surprises. Show them any data you have collected.
8 **List Your Priorities**	Before going to the IEP meeting, review your notebook and write a list of the primary questions you have for the IEP team. What skills does the student need to work on the most? What are your main concerns and your hopes for this student?

9 **How can the Parents Help?**	Prepare specific questions to ask the parent/guardian so that they are assured a role in the IEP process and so that you can gain information they have. What observations do you want the parents to confirm/disconfirm? What are their priorities for the student? Use the IEP meeting as an opportunity to build rapport and foster home-school communication.
10 **IEP to Parents**	Be sure that parents have a sample IEP form before the IEP meeting. Have they been provided information about the IEP process and their rights and responsibilities? Do your best to see that the parents encounter no surprises when they come to the IEP meeting.
11 **Be Positive**	Be positive. Plan to work together with the parents and other teachers and agencies for as long as it takes.
12 **Communicate Clearly**	Do your best to communicate clearly. Bring your written notes and priority concerns. Charts on student performance and work samples help communication. It is likely that some discussion in the IEP meeting will be unclear. Be prepared to listen actively and ask other professionals to rephrase and explain any information that is unclear. If something is unclear to you, it will most likely be very confusing to parents.
13 **Maintain Confidentiality**	Remember that all information you are gathering and will exchange is confidential.

Appendix C

Iowa Prototype IEP Form

IEP 7/91

Agency Name - Street Address - City, State, Zip - Phone number

INDIVIDUALIZED EDUCATION PROGRAM [IEP]

of Meeting: ____________________ Type of Meeting: ___ Initial ___ Review ___ Re-evaluation

Student's Name: ______________________________ Birthdate: ______________________
(Month/Day/Year)

Soc. Sec. #: ____________________ Medicaid: ___ No ___ Yes If Yes, Medicaid # ______________

Student's Address: ____
____

Parent's Name(s): ______________________________________

Address: ______________________________________ Home Phone: ______________
(if different
from student's) ______________________________________ Office Phone: ______________

Resident District and Building: ______________________________________

Attending District and Building: ______________________________________

Annual IEP Review is due before: ________________ Duration of IEP: ______________________

Reviewed for Extended Year Special Education on this date: ________________ by the assessment team.

Is further review needed? ___ Yes ___ No

sons Present at Meeting: *	Position/Relationship to Student

Sources of Additional Written Input:

Position	Name

* Signature or listing only indicates presence at IEP meeting, not approval or acceptance of the IEP.

Education[281]—41.18(2), IAC

The special education needed by each pupil with a disability shall be specified in a written IEP.

a. The IEP for each pupil with a disability shall be developed prior to the provision of special education. The IEP shall be implemented within 30 calendar days following the determination that a pupil requires special education. For pupils requiring continued special education from one year to the next, the IEP shall be in effect at the beginning of the school year.

b. A meeting shall be conducted for the purpose of developing the IEP for each identified pupil with a disability. Participants in the meeting shall include: a representative of the agency, other than the pupil's teacher, who is qualified to provide or supervise the provision of special education; the pupil's teacher; a member of the diagnostic-educational team; a teacher or other specialist with knowledge in the identified disability area; one or both of the pupil's parents subject to rule 41.31; the pupil, if appropriate; and other individuals as designated by the parents, school district or director.

c. After a pupil has been placed in a private school, meetings to review and revise the pupil's IEP may be conducted by the private school.

d. The IEP shall include the following:

   1. A statement of the pupil's present levels of educational performance in objective, measurable terms.

   2. A statement of annual goals describing the intended outcomes of the special education being provided.

   3. A statement of short term instructional objectives describing the intermediate steps between the pupil's present levels of performance and the established annual goals.

   4. A statement of the specific special education to be provided and the extent of the pupil's participation in the general education program.

   5. A statement describing the "specially designed " physical education program of the pupil when the pupil is not enrolled or participating in the general education physical education program.

   6. A statement of the projected dates for initiation and anticipated duration of the special education for the period covered by the IEP.

   7. A statement of the criteria and methods to be applied in determining progress toward the goals and objectives of the IEP, unless specified in the statement of annual goals and instructional objectives.

   8. A statement of the projected date of graduation at least 18 months in advance of said date and the criteria to be used in judging whether graduation shall occur. Prior to graduation, the IEP team must find that these criteria have been met.

e. A meeting shall be conducted at least annually for the purpose of reviewing and revising the IEP of each handicapped pupil with a disability. The participants in the meeting shall be the special education personnel serving the pupil; a representative of the agency, other than the pupil's teacher, who is qualified to provide or supervise the provision of special education; the pupil's parents subject to rule 41.31; the pupil, if appropriate; and other individuals as designated by the parents, school district or director.

f. An IEP shall be developed for pupils receiving only special education support services. To be entitled to special education support services, the pupil must be identified as having a handicapping condition which handicaps the pupil in obtaining an education. The IEP shall satisfy the requirements of 41.18(2),"a" and 41.18(2),"d" and be prepared by the specialist providing the service; the pupil's parents, subject to rule 41.31; the pupil's teacher, when involvement of the teacher is required in implementing the IEP; and, others designated by the parents, school district or director. The special education support services specialist shall have primary responsibility for recommending the need for support services, the extent of services to be provided and the frequency of direct and indirect contacts with pupils requiring special education support services. When a pupil receives special education support services in conjunction with placement in a special education instructional program, there shall be one written IEP covering all special education.

Student: ______________________________ **Date:** ____________ [Page 2 of 5]

Present Levels of Educational Performance [PLEP]

1. Use information from parents, students, and educators when writing these statements.
2. List specific statements, using objective terms, which describe the student's educational needs/behaviors of concern. Consider the following areas, and others, if needed: academic areas (reading, math, communication, etc.) and non-academic areas (daily life activities, mobility, etc.)
3. List specific statements, using objective terms, which describe the student's academic and non-academic strengths that would be useful in the development of the student's goals and objectives.

Annual goals must correspond to educational needs/behaviors of concern identified above.

Title 34, C.F.R., Pt. 300, App. C

36. What should be included in the statement of the child's present levels of educational performance?

The statement of present levels of educational performance will be different for each child with a disability. Thus, determinations about the content of the statement for an individual child are matters that are left to the discretion of participants in the IEP meetings. However, the following are some points which should be taken into account in writing this part of the IEP.

a. The statement should accurately describe the effect of the child's disability on the child's performance in any area of education that is affected, including

   (1) academic areas (reading, math, communication, etc.), and
   (2) non-academic areas (daily life activities, mobility, etc.).

   NOTE: Labels such as "mentally retarded" or "deaf" may not be used as a substitute for the description of present levels of educational performance.)

b. The statement should be written in objective measurable terms, to the extent possible. Data from the child's evaluation would be a good source of such information. Test scores that are pertinent to the child's diagnosis might be included, where appropriate. However, the scores should be

   (1) self-explanatory (i.e., they can be interpreted by all participants without the use of test manuals or other aids), or
   (2) an explanation should be included.

   Whatever test results are used should reflect the impact of the disability on the child's performance. Thus, raw scores would not usually be sufficient.

c. There should be a direct relationship between the present levels of educational performance and the other components of the IEP. Thus, if the statement describes a problem with the child's reading level and points to a deficiency in a specific reading skill, this problem should be addressed under both

   (1) goals and objectives, and
   (2) specific special education and related services to be provided to the child.

Student: ______________________ **Date:** ____________ [Page 3 of 5]

Annual Goal: ____

List measurable, short-term objectives for each goal. Each objective should contain starting and ending dates, conditions, behavior, and criteria.

Short Term Objectives	Person(s) Responsible	Evaluation		Results
		Procedures	Schedule	

37. Why are goals and objectives required in the IEP?

The statutory requirements for including annual goals and short term objectives (Section 602(19)(B)), and for having at least an annual review of a child with a disability's IEP (Section 614(a)(5)), provide a mechanism for determining: (1) whether the anticipated outcomes for the child are being met (i.e., whether the child is progressing in the special education program) and (2) whether the placement and services are appropriate to the child's special learning needs. In effect, these requirements provide a way for the child's teacher(s) and parents to be able to track the child's progress in special education. However, the goals and objectives in the IEP are not intended to be as specific as the goals and objectives that are normally found in daily, weekly, or monthly instructional plans.

38. What are "annual goals" in an IEP?

The annual goals in the IEP are statements which describe what a child with a disability can reasonably be expected to accomplish within a twelve month period in the child's special education program. As indicated under Question 36, above, there should be a direct relationship between the annual goals and the present levels of educational performance.

39. What are "short term instructional objectives" in an IEP?

"Short term instructional objectives" (also called "IEP objectives") are measurable, intermediate steps between a child with a disability's present levels of educational performance and the annual goals that are established for the child. The objectives are developed based on a logical breakdown of the major components of the annual goals, and can serve as milestones for measuring progress toward meeting the goals.

In some respects, IEP objectives are similar to objectives used in daily classroom instructional plans. For example, both kinds of objectives are used (1) to describe what a given child is expected to accomplish in a particular area within some specified time period, and (2) to determine the extent to which the child is progressing toward those accomplishments.

In other respects, objectives in IEPs are different from those used in instructional plans, primarily in the amount of detail they provide. IEP objectives provide general benchmarks for determining progress toward meeting the annual goals. These objectives should be projected to be accomplished over an extended period time (e.g., an entire school quarter or semester). On the other hand, the objectives in classroom instructional plans deal with more specific outcomes that are to be accomplished on a daily, weekly, or monthly basis. Classroom instructional plans generally include details not required in an IEP, such as the specific methods, activities, and materials (e.g., use of flash cards) that will be used in accomplishing the objectives.

40. Should the IEP goals and objectives focus only on special education and related services, or should they relate to the total education of the child?

IEP goals and objectives are concerned primarily with meeting a child with a disability's need for special education and related services, and are not required to cover other areas of the child's education. Stated another way, the goals and objectives in the IEP should focus on offsetting or reducing the problems resulting from the child's disability which interfere with learning and educational performance in school. For example, if a learning disabled child is functioning several grades below the child's indicated ability in reading and has a specific problem with word recognition, the IEP goals and objectives would be directed toward (1) closing the gap between the child's indicated ability and current level of functioning, and (2) helping the child increase the ability to use word attack skills effectively (or to find some other approach to increase independence in reading).

For a child with a mild speech impairment, the IEP objectives would focus on improving the child's communication skills, by either (1) correcting the impairment, or (2) minimizing its effect on the child's ability to communicate. On the other hand, the goals and objectives for a severely retarded child would be more comprehensive and cover more of the child's school program than if the child has only mild disability.

41. Should there be a relationship between the goals and objectives in the IEP and those that are in instructional plans of special education personnel?

Yes, there should be a direct relationship between the IEP goals and objectives for a given child with a disability and the goals and objectives that are in the special education instructional plans for the child. However, the IEP is not intended to be detailed enough to be used as an instructional plan. The IEP, through its goals and objectives, (1) sets the general direction to be taken by those who will implement the IEP, and (2) serves as the basis for developing a detailed instructional plan for the child.

Student: ______________________ **Date:** ____________ [Page 4 of 5]

[illegible]ent of Participation in:

Regular Education *		Special Education Instructional Program	
Subject/Activity/Course	Amount of Time	Subject/Activity/Course	Amount of Time

* **If modifications are necessary for the student to participate, they must be described in the next section.**

Modifications for Regular Education Participation and Description of Special Education Instructional Program:

Physical Education: ___ Regular ___ Regular with modifications * ___ Specially designed **

* Modifications must be attached to the IEP.

** If a specially designed physical education program is required, then goals and objectives for the physical education program must be included in the IEP.

Individuals with Disabilities Act
Title 20, U.S.C., Chapter 33

Sec. 1401(a)(20)(D)

The IEP shall include:
"...(D) a statement of the needed transition services for students beginning no later than age 16 and annually thereafter (and, when determined appropriate for the individual, beginning at age 14 or younger), including, when appropriate, a statement of the interagency responsibilities or linkages (or both) before the student leaves the school setting..."

Sec. 1401(a)(20), First unnumbered paragraph

"In the case where a participating agency, other than the educational agency, fails to provide agreed upon services, the educational agency shall reconvene the IEP team to identify alternative strategies to meet the transition objectives."

Sec. 1401(a)(19)

"The term 'transition services' means a coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to post-school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities shall be based upon the individual student's needs, taking into account the student's preferences and interests, and shall include instruction, community experiences, the development of employment and other post-school adult living, and when appropriate, acquisition of daily living skills and functional vocational evaluation."

Student: ______________________ **Date:** ____________ [Page 5 of 5]

[illegible]cial Education Support and Related Services: (including special education transportation)

Service (specify)	Amount of Time	Duration		Position Responsible
		from	to	

Justification for Instructional Programs and/or Support and Related Services being recommended:

Graduation Notice:

Anticipated date of graduation: ______________ [month/year]

Notice provided to student and parents on ______________ [month/year] by ______________________ [individual]

Graduation Criteria attached? ___ Yes ___ No

Information Attached:

Each of the following items must be addressed by either a "yes" or "no." If the response is "yes," then an information page must be completed and attached.

Yes	No	
___	___	Transition Planning Attachment
___	___	Extended Year Special Education
___	___	Shortened School Day (If yes, attach a justification statement)
___	___	Other:

Education[281]—41.17(8), IAC

Extended year special education. To ensure provision of a free, appropriate education, pupils requiring special education shall be provided extended year special education (EYSE) in identified critical skill areas when the special education instructional program, support services, or both, in which the pupil is regularly enrolled are not in session for periods of three or more consecutive weeks. EYSE may include special education instructional or support services or both. A review of all pupils receiving special education shall be conducted by the multidisciplinary team for the purpose of identifying those pupils who may require EYSE in accordance with this rule. The parents of these pupils shall be provided written notice of their child's potential need for EYSE and of procedures to be followed in making a final determination. The parents of these pupils shall also be provided written notice of the multidisciplinary team's subsequent determination regarding the pupil's need for EYSE. This notice shall occur no later than 60 days prior to the interruption of special education in which the pupil is regularly enrolled. In limited cases where 60 days notice is impracticable (i.e., late enrollment; verifiable change in educational program needs), this notice shall be provided with expediency. Should the parents of the pupil wish to appeal the decision regarding extended year special education, an affidavit of appeal shall be filed pursuant to rule 41.33 within 15 calendar days of receipt of the multidisciplinary team's decision. This requirement is necessary if the appeal is to be heard in time for the implementation of extended year special education during the period for which the request was made.

Determination of the need for EYSE for each pupil shall be made by the multidisciplinary team based on empirical and qualitative data collected by the multidisciplinary team. A pupil shall be provided EYSE if, in the educational professionals' interpretation of the data, either of the following conditions is present:

a. Failure to maintain an acquired critical skill, as a result of an interruption of special education instruction or support services in a critical skill area, to the extent that a period of reteaching of nine or more weeks will be required to regain previous competence. In these cases, EYSE programming shall be designed to provide for maintenance rather than continued development of the skills identified.

b. Rare and unusual circumstances which will result in the loss or a severe limitation of the pupil's capacity and potential to acquire a critical skill. In these cases, EYSE shall provide for the maintenance of the critical skill and may also provide for the continued development or acquisition of a critical skill to prevent the anticipated loss or limitation.

Critical skills shall be determined at the time of the development of the IEP, shall be appropriate for the pupil, given the pupil's ability to acquire the selected skill, and shall be a priority for developmental and age appropriate growth.

Determination of the need for EYSE shall be made only for the immediate period of interruption. The provision of EYSE for the immediate period does not imply that EYSE will be required for subsequent periods in the absence of a finding to that effect by the multidisciplinary team.

Education[281]—41.17(6), IAC

Length of school day. The length of the school day for pupils requiring special education shall be the same as that determined by the board of the school district for other pupils unless a shorter day is prescribed in the pupil's IEP.

Appendix D

Present Levels of Educational Performance Checklist

Present Levels of Educational Performance (PLEP) Checklist

Indicates that the item is required by Title 34, C.F.R. §300-399.
Items without an * are not required for a PLEP to be in compliance.

(ITEMS 1-19 SHOULD ALL BE ANSWERED "YES".)

		Yes	No	NA	Don't Know
* 1.	Does the PLEP statement accurately describe the effect of the student's disability on the student's performance in each area of education that is affected, including (a) academic areas (reading, math, communications, etc.) and (b) non-academic areas (daily life activities, mobility, etc.) (Does the PLEP describe the weaknesses, or needs, of the student in each problem area?)	___	___	___	___
2.	Does the PLEP statement describe strengths of the student in each affected (problem) area?	___	___	___	___
3.	Are the strengths and weaknesses stated in terms of what the student can and cannot do in the curriculum or classroom environment?	___	___	___	___
4.	After reading the PLEP, can the team determine what the student needs to learn to do next in the affected (problem) areas?	___	___	___	___
* 5.	Is the PLEP statement based on data from the student's evaluation?	___	___	___	___
* 6.	Is the PLEP statement based on data gathered from more than the results of just one test score?	___	___	___	___
7.	Is the PLEP statement based on information gathered from a combination of diagnostic procedures such as:				
	a. formal testing?	___	___	___	___
	b. informal testing?	___	___	___	___
	c. observation?	___	___	___	___
	d. review of records?	___	___	___	___
8.	Are the instruments or processes used in the evaluation identified in the PLEP?	___	___	___	___
* 9.	If test scores are used, are they (a) self-explanatory (i.e., they can be interpreted by all participants at the IEP meeting without the use of test manuals or other aids), or is (b) an explanation included?	___	___	___	___
* 10.	If test scores are used, do they reflect the impact of the disability on the student's performance?	___	___	___	___

			Yes	No	NA	Don't Know
	11.	Is the PLEP statement instructionally relevant?	___	___	___	___
	12.	Is the PLEP statement written in understandable language?	___	___	___	___
*	13.	Is the PLEP statement written with objective, measurable words, to the greatest extent possible?	___	___	___	___
	14.	If there are any unresolved assessment questions, are they mentioned?	___	___	___	___
*	15.	Is this statement different from the present levels of performance statements of other students who have the same or similar disability as this student?	___	___	___	___
*	16.	Is the statement different from the present levels of performance statements of other students in this individual's class?	___	___	___	___
	17.	Is information from parents, the student, general education teachers, special educators, and other professionals included, if applicable and available?	___	___	___	___
	18.	Is the information reported in the PLEP accurate?	___	___	___	___
	19.	Is the information current at the time of the IEP development?	___	___	___	___

(ITEMS 20-22 SHOULD ALL BE ANSWERED "NO".)

	20.	Are raw test scores included?	___	___	___	___
	21.	Does the PLEP state where, when, and how special services will be provided or discuss placement of the student in a particular program?	___	___	___	___
*	22.	Is a label such as "mentally disabled" or "deaf" substituted for a description of a student's present levels of educational performance?	___	___	___	___

* Indicates that the item is required by Title 34, C.F.R. §300-399.

Appendix E

Annual Goals and Short-term Objectives Checklists

ANNUAL GOALS CHECKLIST

Best Practice and Compliance Components

			Yes	No
*	1.	Are the goals directly related to the needs identified in the present levels of performance?	______	______
*	2.	Are the goals realistic one-year accomplishments?	______	______
	3.	Are the goals practical?	______	______
	4.	Are the goals important or valid?	______	______
	5.	Do the goals reflect student's and parents' interests?	______	______
	6.	Are the goals measurable?	______	______
	7.	Do the goals reflect anticipated growth within a subcategory of a broad instructional area?	______	______
*	8.	Are the goals useful to teachers for planning and evaluating instructional programs?	______	______

* These are compliance components, as well as best practice components.

SHORT-TERM OBJECTIVES CHECKLIST

Best Practice and Compliance Components

			Yes	No
*	1.	Are all the short-term objectives relevant to an annual goal?	______	______
*	2.	Are the objectives a logical breakdown of an annual goal?	______	______
	3.	Are the objectives sequenced logically?	______	______
	4.	Do the objectives include behavior, conditions, and criteria?	______	______
	5.	Are the objectives appropriately calibrated?	______	______
*	6.	Are the objectives measurable?	______	______
*	7.	Are there multiple objectives representing intermediate steps to each goal?	______	______
*	8.	Are the objectives useful to teachers for planning and evaluating instructional programs?	______	______

* These are compliance components, as well as best practice components.

Appendix F

Sample Excerpts from Present Levels of Educational Performance, Annual Goal, and Short-term Objective Statements

Sample Present Levels of Educational Performance (PLEP), Annual Goal, and Short-term Objective Statements*

CONTENT AREA/DOMAIN: LANGUAGE/FOLLOWING

PLEP 1:

Classroom observation, parent observation, and the speech clinician's report indicate that Sarah's expressive language--use of single words and gestures--is satisfactory, that is, is at a developmentally appropriate level. Sarah, however, does not respond to simple directions and needs to learn to follow basic classroom commands such as "come here," "sit down," and "look". She needs to learn to attend to persons who are speaking to her and get or remain seated when asked to do so.

GOAL: Sarah will perform a requested action when given a verbal command with gestures.

OBJECTIVES:

Sarah sits down within 5 seconds in response to the verbal direction "sit down," tapping on the chair by the teacher, and with full physical assistance in 5/5 trials by Oct. 1.

Sarah sits down within 5 seconds in response to the verbal direction "sit down," tapping on the chair by the teacher, and with partial physical assistance (hand on shoulder) in 5/5 trials by Nov 1.

Sarah sits down within 5 seconds in response to the verbal direction "sit down," tapping on chair by the teacher, and with no assistance in 5/5 trials by Dec. 1.

Sarah looks at indicated object within 5 seconds in response to the verbal direction "look," the teacher pointing at a specific object, and with physical assistance in turning her head in 5/5 trials by Jan. 1.

Sarah looks at indicated object within 5 seconds in response to the verbal direction "look," the teacher pointing at a specific object, and with partial physical assistance (touching cheek) in 5/5 trials by Feb. 1.

Sarah looks at indicated object within 5 seconds in response to the verbal direction "look," the teacher pointing at a specific object, and with no assistance in 5/5 trials by March 1.

EVALUATION: The teacher will observe and record Sarah's response to the specified commands on a daily basis at 5 different times during morning classroom routines (e.g., story-time, snack, transition, show and tell). After 3 consecutive days with no errors, the next higher level objective will be taught.

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CONTENT AREA/DOMAIN: SELF-HELP/DAILY LIFE

PLEP 2:

Parent and teacher observation reveal that Jason now dresses/undresses himself in 10 to 15 minutes. He can use a zipper to dress/undress with no assistance. Jason is not able to unbutton his shirts, sweaters, and other articles of clothing. After 1 or 2 attempts he rips the shirt or tries to pull it over his head.

GOAL: Jason will unbutton clothing before attempting to remove clothes.

OBJECTIVES:

> Jason responds with an affirmative head nod and by beginning to unbutton his clothing within 3 to 5 seconds when teacher/parent points to clothing he is wearing and says,"Does that need to be unbuttoned?" in 12/12 trials.
>
> Jason unbuttons 1 inch buttons by pushing button through hole without tearing cloth or threads in 6/6 trials within 5 to 10 seconds.
>
> Jason unbuttons 1/4 inch buttons by pushing button through hole without tearing cloth or threads in 6/6 trials.
>
> Jason unbuttons cuff buttons with one hand by pushing button through hole without tearing cloth or threads in 6/6 trials.
>
> Jason unbuttons any clothing buttons by pushing button through hole without tearing cloth or threads at rate of no more than 10 seconds per button in 12/12 trials.

EVALUATION: The teacher and parent will observe and record Jason's response to the specified commands on a weekly basis four times (3 trials each time) during a given day and two times (6 trials each time) in the evening. When Jason correctly meets the first objective at school, his parents will begin evaluating with him systematically on that objective at home. After 2 weeks with 100% accuracy, the next objective will be taught.

CONTENT AREA/DOMAIN: FINE MOTOR

PLEP 3:

Cindy does not seek and grab/hold small objects with her one functional hand (right hand). The occupational therapist, her pediatrician, and parents report that her finger strength, grip, and fine motor control are limited; she is unable to grasp and hold small objects such as blocks, toy cars, and drawing/marking tools. Cindy's parents report that Cindy watches the play of her young sibling for 10 to 15 minutes at a time and appears to be very interested in participating. She moves close to the play of other children and reaches for (but does not hold or lift) objects they are using. She needs to learn how to secure and hold such objects so she can participate more fully in play and other preschool activities.

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GOAL: Cindy will secure, hold, and appropriately use small, lightweight objects in play with other preschool children.

OBJECTIVES:

Seated on the carpet in the free play area, Cindy will take a small object (e.g., a block, a truck) within 5 seconds of it being handed to her by another child on 5 out of 5 occasions.

Seated at a small table, Cindy will pick up, hold, and make marks with a writing instrument (e.g. marker, crayon) within 5 seconds of it being placed next to her right hand by another child on 5/5 occasions.

Seated on a carpet in the free play area, Cindy will grasp and push a small object (e.g., toy car, truck) with her right hand in imitation of other children also playing with cars or trucks on 5/5 occasions when given a toy by another child.

EVALUATION: The teacher and occupational therapist will observe and record Cindy's response to 5 daily trials alternating objectives on a rotating basis. The objectives will be considered met when Cindy performs each correctly for 4 of 5 consecutive days.

CONTENT AREA/DOMAIN: FINE MOTOR/EYE-HAND COORDINATION

PLEP 4:

Carlos' preschool teachers report that he can draw basic shapes and color in large figures with 1/8 inch boundaries. Carlos is unable to use a scissors or hold a pencil/crayon with a pincer grasp--skills his peers/agemates are now performing.

GOAL: Carlos will cut designs with scissors.

OBJECTIVES:

Carlos will cut five 6" by 6" pieces of paper in half with a scissors with physical assistance by September 15.

Carlos will cut five 6" by 6" papers in half with a scissors without physical assistance taking no more than 15 seconds for each by October 15.

Carlos will cut five 5" straight lines of 1/8" in width within 1/8" of the line taking no more than 2 minutes by December 1.

Carlos will cut five 5" straight lines and 5 curved lines of 1/8" in width within 1/8" of the line taking no more than 3 minutes by February 1.

Carlos will cut three 3" circles within 1/8" of a 1/4" line taking no more than 5 minutes by March 1.

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Carlos will cut three 3" circles and three 3" squares within 1/8" of a 1/4" line taking no more than 5 minutes by April 15.

Carlos will cut five designs made up of straight and curved lines within 1/8" of a 1/4 " line taking no more than 5 minutes by June 1.

EVALUATION: The teacher will observe and record Carlos' response to daily trials. When Carlos achieves the first objective for 4 of 5 consecutive days, he will begin working on the next objective.

CONTENT AREA/DOMAIN: SELF-HELP/DAILY LIFE

PLEP 5:

Brandi washes her hands, dresses/undresses, and eats appropriately with little or no assistance according to her grandparents. They feel she is ready to toilet independently. Presently, Brandi does not use the bathroom unless reminded and accompanied by an adult. She seems proud not to wear diapers; when she dresses she gets her training pants out and asks to wear them. Nonetheless, Brandi wets her clothing several times a day without adult intervention.

GOAL: Brandi will use the toilet without assistance.

OBJECTIVES:

Brandi will tell the teacher when she needs to use the toilet, with no reminders, on each occasion, on 5 out of 5 consecutive days.

Brandi will close the bathroom door while using the toilet, with no reminders, on 5 out of 5 consecutive days.

Brandi independently will use toilet paper to dry herself each time she uses the toilet on 5 out of 5 consecutive days.

Brandi will flush the toilet independently after each use, on 5 out of 5 consecutive days.

Brandi will rearrange her clothing before and after using the toilet, with no assistance, on 5 out of 5 consecutive days.

EVALUATION: The teacher will observe and record Cindy's response to daily trials.

CONTENT AREA/DOMAIN: MATHEMATICS

PLEP 6:

Garth recognizes when to add or subtract based on the sign when problems are presented vertically and horizontally. He adds and subtracts basic facts with sums and minuends between 0 and 20 fluently (i.e., at a rate of 70 digits correct per minute). He can add and subtract with regrouping, although he is in the acquisition stage. That is, he is accurate, but works at a rate of less than 15 digits per minute. For Garth to succeed in the regular math class, he will need to

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become fluent in solving problems with regrouping. Low-average to average students in the regular fourth grade class presently can add and subtract with regrouping at a rate of 25 to 40 digits correct per minute.

GOAL: Garth will solve addition and subtraction regrouping problems proficiently when such problems are presented on a worksheet together.

OBJECTIVES:

Given a worksheet of two-digit plus/minus two-digit addition and subtraction problems with regrouping, Garth will write the answers to these problems at a rate of 25 digits correct and no more than two digits incorrect in two minutes for three days.

Given a worksheet of three-digit plus/minus two-digit addition and subtraction problems with regrouping, Garth will write the answers to these problems at a rate of 25 digits correct and no more than two digits incorrect in two minutes for three days.

Given a worksheet of four-digit plus/minus two- and three-digit addition and subtraction problems with regrouping, Garth will write the answers to these problems at a rate of 25 digits correct and no more than two digits incorrect in two minutes for three days.

EVALUATION: Specially designed worksheets containing the addition and subtraction problems indicated above with half of the problems presented horizontally and half presented vertically will be given to Garth by the teacher daily for a two minute probe (timing). After Garth has reached the first objective, he will begin working on the next. These data will be charted on a standard behavior chart.

CONTENT AREA/DOMAIN: WRITTEN LANGUAGE/GRAMMAR

PLEP 7:

Results of the Test of Written Language-Revised (TOWL-R), teacher observation, and samples of Karen's written expression reveal that she is writing grammatically at a level similar to a third grader. Karen usually capitalizes the first letter of the first word in a sentence and uses periods. She does not use other forms of punctuation and typically writes run-on sentences by using "and" again and again. Karen has difficulty writing about her own ideas and experiences. When asked to do so, she typically writes no more than 2 to 3 sentences in a 20 minute period. Karen's written vocabulary consists primarily of one and two syllable words. She spells these words correctly approximately 80% of the time.

GOAL: Karen will write a 15 to 20 sentence story with no assistance using correct capitalization, common punctuation (e.g., periods, commas, question marks, exclamation marks, and quotation marks), and a main theme with supporting details given 20 minutes.

OBJECTIVES:

Karen will write a 5 to 10 sentence story with a peer tutor given a theme/topic using correct capitalization, common punctuation (e.g., periods, commas, question marks,

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exclamation marks, and quotation marks), and a main theme with three or more supporting details.

Karen will write a 5 to 10 sentence story with no assistance given a theme/topic using correct capitalization, common punctuation (e.g., periods, commas, question marks, exclamation marks, and quotation marks), and a main theme with three or more supporting details.

Karen will write a 10 to 15 sentence story with no assistance given a theme/topic using correct capitalization, common punctuation (e.g., periods, commas, question marks, exclamation marks, and quotation marks), and a main theme with three or more supporting details.

Karen will write a 10 to 15 sentence story with no assistance using correct capitalization, common punctuation (e.g., periods, commas, question marks, exclamation marks, and quotation marks), and a main theme with supporting details.

EVALUATION: The teacher will collect and score weekly samples of Karen's written expression; the speech pathologist will readminister the TOWL-R at the end of 3 months.

CONTENT AREA/DOMAIN: MOTOR

PLEP 8:

The physical therapist reports that Tim does not sit unsupported for more than 5-10 seconds after which he falls forward on his face if he is not caught or restrained. Tim can hold his head erect for as long as 30 seconds if reminded. His parents and teachers think he needs to learn to catch himself when he falls and learn to sit upright independently for brief periods of time.

GOAL: When placed on the floor, Tim will maintain unsupported sitting while in the classroom.

OBJECTIVES:

Tim will sit for 1 minute with erect posture while listening to a story by November 30.

Tim will maintain erect posture while reaching for a toy on 4 of 5 attempts by February 15.

Tim will maintain sitting balance without falling when "accidentally" bumped by an adult or accidentally bumped by a student on all occasions by May 30.

EVALUATION: The teacher will observe and collect data on Tim three times a week and chart his sitting behavior on a bar graph. The physical therapist will observe and collaborate with the teacher during her visits every other week.

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CONTENT AREA/DOMAIN: JOB SKILLS/VOCATIONAL PREPARATION

PLEP 9:

Ben has been working at the school recycling program for three weeks. His job coach and site supervisor report that he is a congenial employee and that once he gets started at a job he carries it out to the finish. Ben's difficulty is in being at the right job station on time (within 3-5 minutes of the bell) and in recognizing when he needs to ask for assistance (he will continue working even though he is making mistakes or repeating the same behavior over and over).

GOAL: Ben will demonstrate the positive work behaviors of punctuality and asking for assistance in the school recycling program without cues from an adult.

OBJECTIVES:

Ben will be in the recycling center when the bell rings on 10/10 consecutive days.

Ben will examine the daily job sheet (picture chart) with no reminders or assistance so that he can be at the correct job station within 5 minutes of the bell on 10/10 consecutive days.

Ben will identify those occasions he needs to ask the supervisor for assistance, given 10 role-played work situations, with 100% accuracy.

Ben will signal the supervisor for assistance on all occasions when he has not been successful at his task after trying for no more than two minutes (or as deemed necessary by the supervisor) over a 2 week period while working in the recycling center.

Ben will signal the supervisor for assistance within 1 minute of difficulty on all occasions when he has not been successful at his task (or as deemed necessary by the supervisor) while working in the recycling center over a 2 week period.

EVALUATION: Ben will punch a time clock at each work station to provide a permanent record of his punctuality. Ben's job coach will observe Ben for fifteen minutes two times each week and record the number of occasions Ben asks for assistance when he is unsuccessful at a task. He will record how long Ben keeps working before asking for assistance. The supervisor will observe and record data on those days that the job coach is not present. The data will be charted on a line graph.

CONTENT AREA/DOMAIN: VOCATIONAL PREPARATION/SOCIAL SKILLS

PLEP 10:

Michelle babysits for her younger brother 2 to 3 hours each weekend. Her mother reports that she is dependable, follows directions well, and is very motivated to earn spending money. Michelle's life management skills teacher feels Michelle is ready to learn basic job search skills (she can read and write at a basic literacy level and expresses an interest in living independently). Presently, the results of an aptitude survey and the guidance counselor's observations indicate Michelle knows that job information can be heard on TV Channel 14; Michelle cannot accurately complete job application forms, and does not have the social skills necessary for a job interview.

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Her teachers, the principal, and guidance counselor report that Michelle seldom establishes eye contact, giggles frequently when talking one-to-one with adults outside of the family, and does not initiate conversation to such adults. Michelle says she would like to have a summer job next year.

GOAL: Michelle will demonstrate job search skills of applying and interviewing in simulated classroom situations.

OBJECTIVES:

Michelle will list from memory 5 places where job opening information can be found.

Michelle will identify jobs for which she is qualified, given 10 job descriptions, with 100% accuracy.

Michelle will accurately and neatly fill out 3 different job applications using her personal data card with no single application requiring more than 30 minutes to complete.

Michelle will identify instances of correct appearance and behavior in 4 video tapes of job interviews with 100% accuracy.

Michelle will complete 3 role play job interviews in which she will be dressed appropriately, establish and maintain eye contact, speak in a clear, audible voice, answer personal questions accurately, and ask at least three questions of her own.

EVALUATION: Teacher observation and recording of Michelle's performance will be made in relation to each of the objectives. Another adult (e.g., the guidance counselor or vocational instructor) will serve as the interviewer in the role play situations and assess Michelle's eye contact, speaking, answering, and question-asking behaviors using a rating scale of 1 to 5 (1 = poor and 5 = excellent).

CONTENT AREA/DOMAIN: SCHOOL SURVIVAL SKILLS

PLEP 11:

David is managing the difficulty of work in his mainstream classes according to his 7th grade teachers. He is passing his class quizzes and major exams; he usually is attentive in class. David is failing science and social studies because he does not turn in the homework assignments. David has many excuses for not doing his homework. His teachers note that he lacks organization in relation to his materials and assignment schedule. He says he does not like science/social studies.

GOAL: David will complete his homework assignments on time.

OBJECTIVES:

David will list each homework assignment and due date in his notebook on 10 consecutive days.

David will list each homework assignment and due date in his notebook and find them within 10 seconds when requested to do so for 10 consecutive days.

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David will take home the materials he needs to complete his homework, 10/10 opportunities as evidenced by one parent's initials.

David will select and use an appropriate time and place for doing homework (i.e., will do the homework immediately after school or between 6:30 and 9:00 p.m., either at the kitchen table or at his desk in his room), completing his assignments in science and social studies on 10/10 opportunities, evidenced by one parent's initials.

David will turn in completed homework assignments for science and social studies on the due date, 10/10 opportunities.

EVALUATION: Parent and teacher observation of the target behaviors will be recorded daily. David will receive a grade (A, B, C, D, or F) from his resource room teacher for each objective which will be used for extra credit in social studies and science (8, 6, 4, 2, and 0 points). His grades in science and social studies class will be the most important measure.

CONTENT AREA/DOMAIN: READING STRATEGIES/SCHOOL SURVIVAL SKILLS

PLEP 12:

Julie's scores on the Kaufman Test of Educational Achievement (K-TEA) (brief form) reveal that she is reading and comprehending at a level similar to an average 6th grade student; she can sound out unknown words as she reads them in a passage, has a reading vocabulary similar to that of most 6th grade students, and understands what she reads given short passages considered to be at the 6th grade level of readability. Julie's comprehension in the content areas (e.g., social studies, science), however, is significantly below her peers according to her teachers. Julie does not appear to have any strategy for learning content other than scanning for the answers to end-of-the-chapter questions. She has difficulty remembering material she reads independently as evidenced by her participation in class discussions and her frequent failing grades on end-of-the-chapter/unit tests.

GOAL: Julie will preview and demonstrate the reading strategy--read/cover/recite/check (RCRC) when studying in content area textbooks (e.g., science, social studies).

OBJECTIVES:

Julie will list 5 previewing steps to use before reading a textbook chapter, with 100% accuracy by September 15.

Julie will orally state and accurately demonstrate 5 previewing steps in 5/5 trials in both science and social studies books by October 15.

Julie will describe in writing the RCRC active reading strategy with 100% accuracy by December 1.

Julie will demonstrate correct application of the read/cover/recite/check strategy while reading her science textbook on 5/5 trials in her resource and regular classrooms by January 15.

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Julie will demonstrate correct application of the read/cover/recite/check strategy while reading her social studies textbook on 5/5 trials in her resource and regular classrooms by March 15.

Julie will demonstrate correct application of the read/cover/recite/check strategy while reading her science and social studies textbooks on 5/5 trials in her resource and regular classrooms by May 1.

EVALUATION: The resource room teacher will assess Julie's performance three times each week and the science and social studies teachers will assess her performance once a week by observing Julie execute the specific behaviors described in the objectives. Each will score Julie's accuracy. Julie must demonstrate 100% accuracy on each objective in each setting before a new objective is introduced.

CONTENT AREA/DOMAIN: LANGUAGE

PLEP 13:

The speech pathologist, Kate's parents, and her teacher report that Kate's expressive language (i.e., talking) is infrequent and appears to be similar to that of a 12 to 18 month old child. Kate understands 2- and 3-step commands and instructions, however she seldom answers more than "yes" or "no" to questions. Only after persistence will she reveal information about her personal life. Kate's parents feel this is due to shyness. Although she plays well with her classmates, she seldom uses speech/language to the level of which she is capable. The speech pathologist's test report says Kate is able to talk in 3 to 4 word phrases and that she can imitate 5 to 6 word sentences with 90% accuracy.

GOAL: Kate will talk about a recent experience.

OBJECTIVES:

Kate will state that an experience that happened within the last two hours took place on 10/10 occasions when asked, "What did you do today, Kate?".

Kate will tell at least three details of a recent experience with prompts/models on 10/10 trials when asked, "What did you do today, Kate? What else happened?" or other such questions.

Kate will tell about a recent experience saying what happened first and last in 10/10 trials when asked, "What are two things you did today, Kate? What was first? What was last/next?"

Kate will respond to questions about a recent experience with more than one word answers in 10/10 trials when prompted with questions/statements such as, "Tell me more." "What else happened?" "Who . . .?" and so on.

EVALUATION: The teacher will question Kate on 10 occasions throughout the day, keeping a record of Kate's verbatim responses. The teacher will chart the percent of occasions Kate answered correctly.

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CONTENT AREA/DOMAIN: SPEECH

PLEP 14:

Jon's speech therapist indicates that g, r, and l sounds are the next sounds Jon needs to learn. He has mastered in isolation and contextual speech all other consonant sounds and vowel sounds (except w). His parents express concern with his speech, but have been pleased with Jon's progress. Jon will correctly imitate these sounds when they are modeled slowly for him.

GOAL: Jon will produce the g, r, and l sounds correctly at the beginning and ending of words in conversational speech.

OBJECTIVES:

Jon will correctly repeat the g, r, and l sounds correctly in isolation in 20/20 trials when presented with a model of the sound by the speech pathologist and his classroom teacher.

Jon will correctly repeat the g, r, and l sounds in the initial position in single words in 10/10 trials when presented with a picture/object which has the sound.

Jon will correctly repeat the g, r, and l sounds in the final position in single words in 10/10 trials when presented with a picture/object which has the sound.

Jon will correctly repeat the g, r, and l sounds in sentences in 10/10 trials.

Jon will correctly produce the g, r, and l sounds in sentences in response to questions, 5/5 opportunities for each sound.

Jon will correctly produce the g, r, and l sounds in conversational speech, 5/5 opportunities for each sound.

EVALUATION: The speech pathologist will provide trials for each objective when Jon attends speech therapy two days each week. The classroom teacher will provide trials for each objective everyday in the classroom. A record will be kept on the frequency of Jon's corrects and errors for each sound.

CONTENT AREA/DOMAIN: READING READINESS

PLEP 15:

Test results from the Brigance and teacher observations during the first 6 weeks of school reveal that Kareem cannot recite or write the letters of the alphabet. He can name and write the letters in his first and last name with 100% accuracy. He also names and writes the letters--o, t, and z correctly. Kareem needs to learn the entire alphabet and be able to name and write each letter accurately and fluently.

GOAL: Kareem will identify and write the letters of the alphabet.

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OBJECTIVES:

Kareem will correctly recite the alphabet in order from memory.

Kareem will correctly name the letters of the alphabet when shown the letters in order.

Kareem will correctly identify the letters of the alphabet when shown them in random order and asked "Point to the _ ".

Kareem will correctly copy the letters of the alphabet.

Kareem will correctly write the letters of the alphabet from dictation presented in random order at a rate of no more than 3 seconds per letter.

CONTENT AREA/DOMAIN: COMMUNITY LIFE

PLEP 16:

Lucy has difficulty carrying out independent errands in community settings. Her parents state that she insists on "taking care of" things herself (e.g., selecting and renting a video tape), but she runs into trouble before she completes the task (e.g., she cannot decide which tape she wants, forgets her money, or does not return the tape on time). Lucy has been successful buying groceries when the list is only 3 to 5 items. However, on these occasions her mother always makes sure she has enough money to pay for any item.

GOAL: Lucy will select, rent, and return video tapes from a rental store.

OBJECTIVES:

Lucy will select one video tape from a choice of 5, given a brief verbal description of each, within 5 minutes.

Lucy will select one video tape from the store selection with no assistance within 15 minutes.

Lucy will successfully rent a video from the store clerk, given a rental card, with no assistance.

Lucy will arrange to return a video to the store on time, with no reminders, in 5/5 opportunities.

EVALUATION: Lucy's parents, after being training in how to collect and record data, and her resource room teacher will observe and collect data on Lucy's performance. They will compare their findings on a weekly basis and decide whether to advance to the next objective if Lucy has been successful in either or both settings.

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CONTENT AREA/DOMAIN: SOCIAL SKILLS/PLAY

PLEP 17:

Wolf reportedly plays well for brief (3 to 5 minutes) periods of time at home with his 3 year old brother. At school he seldom interacts with any of the other children during free play. He knows how to play with toys common to most preschools (e.g., toy train sets, building materials, puzzles, housekeeping apparatus, and so on) and seems to enjoy watching the other kids (an activity in which he will engage for 15 to 25 minutes at a time if allowed). However, when any children approach him or talk to him he moves away or looks away.

GOAL: Wolf will interact verbally with peers in free play situations.

OBJECTIVES:

> When asked by the teacher Wolf will respond within 5 seconds by sitting within 3 feet of a peer during free play for at least 5 minutes for 5 consecutive days.
>
> When asked by peer confederate, Wolf will respond within 5 seconds by handing a toy to the peer confederate (tutor) or another child in 5/5 opportunities during free play.
>
> When asked a question or spoken to by another child, Wolf will verbally respond in 10/10 opportunities during free play.
>
> Wolf will ask questions or make statements to his peers at least 3 times in each 15 minute free play period for 5 consecutive days during free play.

EVALUATION: Teacher observation and recording of Wolf's responses will be made two times each day.

CONTENT AREA/DOMAIN: READING

PLEP 18:

Informal reading inventory results reveal that Lindsey is reading at approximately a second grade level. Her oral reading rate in third grade material used in the mainstream classroom ranges between 60-80 words per minute with 10-12 errors per minute. In spite of her difficulty, Lindsey does not seem to be embarrassed by her performance. During free choice time she often goes to the library and looks at books. Lindsey loves story-time--both at home and school.

GOAL: Lindsey will read passages orally from a 3rd grade basal reader at a rate of 140 words per minute with no more than 2 errors by June 1.

OBJECTIVES:

> Lindsey will read passages orally from an early 3rd grade basal reader at a rate of 60 words per minute with no more than 2 errors by Oct. 1.

* *The evaluation schedule, a mandated component of the annual goals and objectives section, has not been included in all of these statements. Furthermore, it should be noted that these are excerpts from PLEP, annual goal, and objective statements. Each student would have other PLEP, goal, and objective statements in his/her IEP.*

Lindsey will read passages orally from an early 3rd grade basal reader at a rate of 80 words per minute with no more than 2 errors by Dec. 1.

Lindsey will read passages orally from a late 3rd grade basal reader at a rate of 100 words per minute with no more than 2 errors by Feb. 1.

Lindsey will read passages orally from a late 3rd grade basal reader at a rate of 120 words per minute with no more than 2 errors by April 1.

EVALUATION: The teacher will administer an informal reading inventory by the end of April and compare Lindsey's pre- and post-test performance. Oral reading in the basal readers on a one-to-one basis with the teacher will be used to monitor progress.

CONTENT AREA/DOMAIN: READING(COMPREHENSION)

PLEP 19:

Jack's annual achievement tests reveal he is performing below grade level in all areas but math. Individually administered tests reveal that Jack can sound out and break down words into their meaningful parts fluently--he knows common prefixes, suffices, and root words. His teachers report that Jack comprehends main ideas and details of stories when reading material at about the 5th grade level. However, he is unable to extract and remember themes, main ideas, and details independently on passages of more than one or two short paragraphs or on passages of reading difficulty above the 5th grade level.

GOAL: Jack will accurately summarize stories and articles at a 6th grade readability level he has read silently.

OBJECTIVES:

Jack will accurately summarize 3 stories he has read before that are less than 500 words after reading each silently .

Jack will summarize orally a 1-2 page youth magazine article and include the main idea, one to two sub-themes, and 3 supporting details for each in 3/3 trials.

Jack will accurately summarize a short story in a 3-minute talk including descriptions of the main characters and an outline of the plot, leaving out unnecessary details.

Jack will accurately summarize a novel in a 5-minute talk including descriptions of the main characters, an outline of the plot, and an explanation of the theme, leaving out unnecessary details.

(All reading material will be at or above the 6th grade level.)

EVALUATION: The teacher will design and implement a criterion-referenced test to assess each of the above objectives.

* *The evaluation schedule, a mandated component of the annual goals and objectives section, has not been included in all of these statements. Furthermore, it should be noted that these are excerpts from PLEP, annual goal, and objective statements. Each student would have other PLEP, goal, and objective statements in his/her IEP.*

CONTENT AREA/DOMAIN: WRITTEN LANGUAGE

PLEP 20:

Classroom observations and assignments reveal that Sunshine can write simple sentences using correct grammar and spelling . She is unable to write a "story" either one based on her own ideas or those of her teachers. Her work samples reveal that Sunshine is unable to string sequences of thoughts together in a logical manner. Her written "stories" usually consist of 10-20 words (2-4 sentences) with no sense of a beginning, middle, or end. Sunshine says that she hates writing.

GOAL: Sunshine will write 50-75 word stories on topics of her choice.

OBJECTIVES:

Sunshine will write 50-75 word stories, given a topic sentence, which include 3 ideas and a concluding sentence in 3/3 trials.

Sunshine will write 50-75 word stories, given a topic sentence, which include 3 ideas and a concluding sentence within 20 minutes in 3/3 trials given.

Sunshine will list 5 ideas for stories in 5 minutes or less, in 5/5 trials.

Sunshine will write 50-75 word stories on a topic of her choice, including a topic sentence, 3 ideas, and a concluding sentence in 3/3 trials given 20 minutes.

Sunshine will write 50-75 word stories on a topic of her choice, including a topic sentence, 3 ideas, and a concluding sentence within 20 minutes in 3/3 trials.

EVALUATION: Each of Sunshine's stories will be scored by the teacher on a trial by trial basis with a narrative record kept of the kinds of errors Sunshine makes.

CONTENT AREA/DOMAIN: VOCATIONAL PREPARATION

PLEP 21:

Alfonso's carpentry teacher, Mr. Malcolm, reports that Alfonso correctly computes measurements for textbook problems. However, both Mr. Malcolm and the job coach say that Alfonso cannot accurately measure in real life contexts. He typically makes errors of a significant degree about 50 percent of the time when making dry (i.e., length) measurements. He has a greater error rate when measuring liquids. Alfonso says he knows he can do better; he believes he hurries too much. Having him slow down only improves his performance marginally.

GOAL: Alfonso will demonstrate measurement skills related to household needs.

OBJECTIVES:

Alfonso will measure 2 screen doors and compute replacement screen size with 100% accuracy within 10 minutes.

* *The evaluation schedule, a mandated component of the annual goals and objectives section, has not been included in all of these statements. Furthermore, it should be noted that these are excerpts from PLEP, annual goal, and objective statements. Each student would have other PLEP, goal, and objective statements in his/her IEP.*

Alfonso will measure 5 windows of various sizes and compute replacement glass size with 100% accuracy within 20 minutes.

Alfonso will measure 5 rooms of various shapes and compute floor covering size with 100% accuracy within 15 minutes.

Alfonso will measure pipe length and diameter needed to repair bathroom and kitchen plumbing with 100% accuracy within 15 minutes.

Alfonso will measure 5 rooms of various shapes and compute the amount of paint needed to cover the walls and ceiling, plus or minus 1 quart, within 20 minutes.

EVALUATION: The vocational teacher will record the duration of time it takes for Alfonso to complete each of the above objectives and assess the accuracy with which each step is carried out.

CONTENT AREA/DOMAIN: BEHAVIOR

PLEP 22:

Adarryl begins all work within 15-30 seconds of a teacher request/instruction without argument. If any student teases him or tells him to hurry up, Adarryl will curse at the student, tell him to shut up, and sometimes push or hit the other student.

GOAL: Adarryl will ignore comments/teasing from other students during academic and non-academic times of the day.

OBJECTIVES:

Adarryl will not respond verbally or physically to students who tease him, call him names, or laugh at him for the entire first period class for 4 of 5 days two weeks in a row.

Adarryl will not respond verbally or physically to other students who tease him, call him names, or laugh at him for the first two class periods for 4 of 5 days two weeks in a row.

Adarryl will not respond verbally or physically to other students who tease him, call him names, or laugh at him for the first three class periods for 4 of 5 days two weeks in a row.

Adarryl will not respond verbally or physically to other students who tease him, call him names, or laugh at him for all class periods before lunch for 4 of 5 days two weeks in a row.

Adarryl will not respond verbally or physically to other students who tease him, call him names, or laugh at him for all class periods before and after lunch for 4 of 5 days two weeks in a row.

* *The evaluation schedule, a mandated component of the annual goals and objectives section, has not been included in all of these statements. Furthermore, it should be noted that these are excerpts from PLEP, annual goal, and objective statements. Each student would have other PLEP, goal, and objective statements in his/her IEP.*

EVALUATION: Each of Adarryl's middle school teachers will record instances when Adarryl is teased or bothered by other students and the response that Adarryl makes. These data will be shared daily at the 6th grade teacher team meeting.

CONTENT AREA/DOMAIN: SCHOOL SURVIVAL SKILLS

PLEP 23:

Hannan, as assessed by the multidisciplinary team and teacher observation, is able to work at an 80-90% correct rate on an independent basis on science assignments. However, instead of working, she spends approximately 60-80% of independent seat-work time out of her seat, talking to others, looking through her notebook, or asking the teachers questions. Consequently, she seldom completes more than 10-25% of assignments most students finish.

GOAL: Hannan will complete with 90% or better accuracy science assignments given during independent seat-work.

OBJECTIVES:

Hannan will complete 25% of her science assignments during independent seat-work with 90% or better accuracy when given 20 minutes; she will remain in her seat 80% or more of the time.

Hannan will complete 50% of her science assignments during independent seat work with 90% or better accuracy when given 20 minutes; she will remain in her seat 80% or more of the time.

Hannan will complete 75% of her science assignments during independent seat work with 90% or better accuracy when given 20 minutes; she will remain in her seat 80% or more of the time.

Hannan will complete 100% of her science assignments during independent seat work with 90% or better accuracy when given 20 minutes; she will remain in her seat 80% or more of the time.

EVALUATION: Hannan will turn her daily science assignments in to the teacher who will calculate the percentage of work completed. Teacher observations will be made every 2 minutes to determine if Hannan is in her seat. These observations will be charted on a bar graph.

CONTENT AREA/DOMAIN: SOCIAL BEHAVIOR

PLEP 24:

Carmichael, as reported by his parents and teachers, is able to play cooperatively for 3-5 minutes. Play with others usually is disrupted when Carmichael grabs someone else's toy, throws an object at another child, or hits/kicks another child.

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* *The evaluation schedule, a mandated component of the annual goals and objectives section, has not been included in all of these statements. Furthermore, it should be noted that these are excerpts from PLEP, annual goal, and objective statements. Each student would have other PLEP, goal, and objective statements in his/her IEP.*

GOAL: Carmichael will play with 2 to 3 other children at the same center for 15 minutes or more with no negative behaviors (e.g., hitting/kicking, grabbing, throwing).

OBJECTIVES:

Carmichael will play with 3-5 other children 5 minutes each day in the housekeeping area, in the block area, and in the puzzle/board game center each day with no negative behavior for three days in a row.

Carmichael will play with 3-5 other children 8 minutes each day in the housekeeping area, in the block area, and in the puzzle/board game center each day with no negative behavior for three days in a row.

Carmichael will play with 3-5 other children 11 minutes each day in the housekeeping area, in the block area, and in the puzzle/board game center each day with no negative behavior for three days in a row.

Carmichael will play with 3-5 other children 15 minutes each day in the housekeeping area, in the block area, and in the puzzle/board game center each day with no negative behavior for three days in a row.

EVALUATION: Carmichael's play in each center will be made by the teacher aide who has been trained in collecting social behavior data. A chart will be colored to show when Carmichael has reached each of his objectives in each center.

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* *The evaluation schedule, a mandated component of the annual goals and objectives section, has not been included in all of these statements. Furthermore, it should be noted that these are excerpts from PLEP, annual goal, and objective statements. Each student would have other PLEP, goal, and objective statements in his/her IEP.*

Appendix G

Sample Table of Specifications

The Table of Specifications

In Chapter III, how to select objectives, how to calibrate (i.e., slice) them, and how to write them (i.e., with the three primary criteria of behavior, conditions, and criteria) was discussed. Goals consist of objectives that will take a student about one year to reach. The process of writing objectives involves listing the essential subtasks of the skill/knowledge the student has not yet learned. These subtasks can vary as to: content (e.g., subtraction versus multiplication); behavior (e.g., to identify--recognize, or produce--express); conditions (e.g., in isolation or in context); and criteria (e.g., accuracy, mastery, and automaticity). A very efficient way to list subtasks is in tables of specification. This appendix contains a table of specification for subtraction. The content is divided into subtasks along the left-hand side, and behaviors are noted along the top. Behaviors are subdivided into "identify" and "produce in writing." These are further subdivided by criteria (e.g., accuracy, mastery, and automaticity). The conditions also are specified.

Each square in the table of specifications represents a goal or an objective for a total of 40 (1a to 10d). Actually, there are less than 40 because some squares are empty. (Notice that on the table of specifications identifying answers for problems 5a to 10a does not make any sense.) For example, square 5c becomes, "The student will write answers to one-digit from two-digit without regrouping problems on a worksheet, without aids, at a rate of 70 digits per minute with no errors." Item 5c can be a goal if, based on information about present levels of educational performance and learning rate, the IEP team thinks it will take this particular student one year to reach it. If the IEP team selects 5c as an appropriate goal, it has two choices when deciding on objectives. It can:

1. Write progress objectives. For example, write objectives that are the same as the goal statement except in the mastery criterion (i.e., 70 digits per minute) with the dimension of time added systematically. Progress objectives (i.e., intermediate aims) for

this goal become, for example, "The student will write answers to one-digit from two-digit problems without regrouping on a worksheet, without aids at a rate of 30 digits per minute with no errors by October 1," ". . . 40 digits per minute with no errors by November 1," and so on.

2. Select objectives from squares lower and to the left of the goal square. These objectives will be "easier" than the goal (i.e., they represent subtasks of the goal). For example, if this student's present level of performance is in square 2b, then squares 3a, 3b, 3c, 4a, 4b, 5b, 6b, 7b, 8b, 9b, and 10b could be objectives for the goal, 5c. The team would select those objectives (squares) and that sequence of objectives which are most appropriate for the given student.

Other tables of specification are available in various texts such as Howell and Kaplan (1980) and Howell and Morehead (1987). The team or teachers also can create their own tables of specification using school district curriculum guides and standards or published curriculum checklists such as those found in Strickland and Turnbull (1990). In Appendices F and H, you will find sample goals and objectives, some of which have been derived from curriculum checklists and others which are based on teacher/school devised sequences. The purpose of tables of specifications is to make the IEP decision-making process more efficient. They are not meant, however, to take the place of the IEP team's decision-making. The next page of this appendix contains a sample table of specification in subtraction.

Table of Specifications

BEHAVIOR

CONTENT

Subtraction		Identify	Produce (in writing)		
Example		A. Accuracy (% data) Condition: multiple choice items	B. Accuracy (% data) Conditions: -on worksheet -no aids	C. Mastery (rate per minute & accuracy) Conditions: -on worksheet -no aids	D. Automatic (maintain accuracy & fluency) Condition: real world application story problems (s.p.)
8742 - 968	10. Three or more digits from from three or more digits with or without regrouping	10a. n/a	10b. 100%	10c. 40 digits correct 0 errors	10d. CAP 100% - 2 step s.p. - mixed (+ or -)
42 - 24	9. Two digits from two digits with regrouping	9a. n/a	9b. 100%	9c. 40 digits correct 0 errors	9d. 2 step s.p.
44 - 22	8. Two digits from two digits without regrouping	8a. n/a	8b. 100%	8c. 60 digits correct 0 errors	8d. 1 step s.p.
23 - 9	7. One digit from two digits with regrouping	7a. n/a	7b. 100%	7c. 60 digits correct 0 errors	7d. 1 step s.p.
40 - 10	6. Two digits ending in zero from two digits ending in zero	6a. n/a	6b. 100%	6c. 70 digits correct 0 errors	6d. n/a
23 - 2	5. One digit from two digits without regrouping	5a. n/a	5b. 100%	5c. 70 digits correct 0 errors	5d. n/a
4 4 - 0 , - 4	4. Subtraction of zero from a digit and a digit from itself	4a. 100%	4b. 100%	4c. 80 digits correct 0 errors	4d. n/a
7 - 3	3. Subtraction facts 1-20	3a. 100%	3b. 100%	3c. 40 digits correct 0 errors	3d. n/a
- 1 =	2. Subtraction symbols and notation	2a. 100%	2b. 100%	2c. n/a	2d. n/a
	1. Separate sets	1a. 100%	1b. 100%	1c. n/a	1d. n/a

Appendix H

Completed IEP Examples

IEP 7/91

Agency Name - Street Address - City, State, Zip - Phone number

INDIVIDUALIZED EDUCATION PROGRAM [IEP]**

of Meeting: September 7, 1991 Type of Meeting: _X_ Initial ___ Review ___ Re-evaluation

Student's Name: Nathan Williams Birthdate: 9/26/81 (Month/Day/Year)

Soc. Sec. #: 486-21-0472 Medicaid: _X_ No ___ Yes If Yes, Medicaid # ______

Student's Address: 2903 Terrace St.
St. Roberts, IA 52276

Parent's Name(s): Martha and Scott Williams

Address: (If different from student's) same Home Phone: 486-2173
Office Phone: 486-4001

Resident District and Building: Stevens County, Roberts Elementary

Attending District and Building: same

Annual IEP Review is due before: ______ Duration of IEP: 9/7/91 - 9/7/92

Reviewed for Extended Year Special Education on this date: 9/7/91 by the assessment team.

Is further review needed? ___ Yes _X_ No

sons Present at Meeting: *	Position/Relationship to Student
Martha & Scott Williams	Parents
Stanley Gent	School Psychologist
Katherine Randall	Resource Program Teacher
Maxine Hendershot	4th Grade Teacher
Helen Campbell	Principal
Sally Stennis	AEA Consultant

Sources of Additional Written Input:

Position	Name
Speech Pathologist	Hank Tennenbaum
3rd Grade Teacher	Joelle Center

* Signature or listing only indicates presence at IEP meeting, not approval or acceptance of the IEP.

** All information is hypothetical.

Education[281]—41.18(2), IAC

The special education needed by each pupil with a disability shall be specified in a written IEP.

a. The IEP for each pupil with a disability shall be developed prior to the provision of special education. The IEP shall be implemented within 30 calendar days following the determination that a pupil requires special education. For pupils requiring continued special education from one year to the next, the IEP shall be in effect at the beginning of the school year.

b. A meeting shall be conducted for the purpose of developing the IEP for each identified pupil with a disability. Participants in the meeting shall include: a representative of the agency, other than the pupil's teacher, who is qualified to provide or supervise the provision of special education; the pupil's teacher; a member of the diagnostic-educational team; a teacher or other specialist with knowledge in the identified disability area; one or both of the pupil's parents subject to rule 41.31; the pupil, if appropriate; and other individuals as designated by the parents, school district or director.

c. After a pupil has been placed in a private school, meetings to review and revise the pupil's IEP may be conducted by the private school.

d. The IEP shall include the following:

1. A statement of the pupil's present levels of educational performance in objective, measurable terms.
2. A statement of annual goals describing the intended outcomes of the special education being provided.
3. A statement of short term instructional objectives describing the intermediate steps between the pupil's present levels of performance and the established annual goals.
4. A statement of the specific special education to be provided and the extent of the pupil's participation in the general education program.
5. A statement describing the "specially designed " physical education program of the pupil when the pupil is not enrolled or participating in the general education physical education program.
6. A statement of the projected dates for initiation and anticipated duration of the special education for the period covered by the IEP.
7. A statement of the criteria and methods to be applied in determining progress toward the goals and objectives of the IEP, unless specified in the statement of annual goals and instructional objectives.
8. A statement of the projected date of graduation at least 18 months in advance of said date and the criteria to be used in judging whether graduation shall occur. Prior to graduation, the IEP team must find that these criteria have been met.

e. A meeting shall be conducted at least annually for the purpose of reviewing and revising the IEP of each handicapped pupil with a disability. The participants in the meeting shall be the special education personnel serving the pupil; a representative of the agency, other than the pupil's teacher, who is qualified to provide or supervise the provision of special education; the pupil's parents subject to rule 41.31; the pupil, if appropriate; and other individuals as designated by the parents, school district or director.

f. An IEP shall be developed for pupils receiving only special education support services. To be entitled to special education support services, the pupil must be identified as having a handicapping condition which handicaps the pupil in obtaining an education. The IEP shall satisfy the requirements of 41.18(2),"a" and 41.18(2),"d" and be prepared by the specialist providing the service; the pupil's parents, subject to rule 41.31; the pupil's teacher, when involvement of the teacher is required in implementing the IEP; and, others designated by the parents, school district or director. The special education support services specialist shall have primary responsibility for recommending the need for support services, the extent of services to be provided and the frequency of direct and indirect contacts with pupils requiring special education support services. When a pupil receives special education support services in conjunction with placement in a special education instructional program, there shall be one written IEP covering all special education.

IEP of Nathan Williams (Continued)

Annual Goal: Nathan will attend to teacher presentations and independent work assignments for 30 minutes with no more than 2 incidents of off-task behavior or out-of-seat behavior by June 1.

	Short-term Objective	Persons/ Positions	Procedures	Schedule
1-	Nathan will paraphrase correctly teacher directions within 5 seconds of a request to do so 20 out of 20 trials each day during group and independent work times.	Resource & Regular 4th grade teachers	Teachers will count and record his corrects & errors	October 1
2-	Nathan will describe his behavior correctly (e.g., I am out of my seat, I am doing my assignment, I am paying attention) 20 out of 20 trials each day during group and independent work times.	Same as above	Same as above	November 1
3-	Nathan will attend to teacher presentations and independent work assignments with no more than 2 incidents of off-task or out-of-seat behavior for 5 consecutive minutes on 10 of 10 occasions daily for two weeks.	Same as above	Same as above	December 1
4-	Nathan will attend to teacher presentations and independent work assignments with no more than 2 incidents of off-task or out-of-seat behavior for 10 consecutive minutes on 10 of 10 occasions daily for two weeks.	Same as above	Same as above	February 1
5-	Nathan will attend to teacher presentations and independent work assignments with no more than 2 incidents of off-task or out-of-seat behavior for 15 to 20 consecutive minutes on 10 of 10 occasions daily for two weeks.	Same as above	Same as above	April 1

Annual Goal: Nathan will participate in regular school and home activities, moving from place to place, without bumping into furniture, equipment, or people.

	Short-term Objective	Persons/ Positions	Procedures	Schedule
1-	Nathan will walk to various destinations in the classroom on 10 of 10 occasions without bumping into furniture, equipment, or people	Resource & Regular 4th grade teachers	Nathan will self-record & the 4th grade & resource teachers will collect reliability data on the no. of times in bumps into things during 3 daily transition times	November 1
2-	Nathan will walk to various destinations in the classroom and school on 10 of 10 occasions without bumping into furniture, equipment, or people.	Same as above	Same as above and 3 times outside of the classroom (lunch, recess, before school)	January 1
3-	Nathan will walk to various destinations in the classroom, school, and at home on 20 of 20 occasions without bumping into furniture, equipment, or people.	Same as above plus Parents	Same as above with before school and after school observations by parents	March 1
4-	Nathan will walk to various destinations in the classroom, non-academic classes, the school, and at home on 30 of 30 occasions without bumping into furniture, equipment, or people.	Same as above plus PE, music, and art teachers	Same as above plus anecdotal reports wkly from teachrs	June 1

Annual Goal: Nathan will attend to teacher presentations and independent work assignments for 30 minutes with no more than 2 incidents of off-task behavior or out-of-seat behavior by June 1.

	Short-term Objective	Persons/ Positions	Procedures	Schedule
1-	Nathan will paraphrase correctly teacher directions within 5 seconds of a request to do so 20 out of 20 trials each day during group and independent work times.	Resource & Regular 4th grade teachers	Teachers will count and record his corrects & errors	October 1
2-	Nathan will describe his behavior correctly (e.g., I am out of my seat, I am doing my assignment, I am paying attention) 20 out of 20 trials each day during group and independent work times.	Same as above	Same as above	November 1
3-	Nathan will attend to teacher presentations and independent work assignments with no more than 2 incidents of off-task or out-of-seat behavior for 5 consecutive minutes on 10 of 10 occasions daily for two weeks.	Same as above	Same as above	December 1
4-	Nathan will attend to teacher presentations and independent work assignments with no more than 2 incidents of off-task or out-of-seat behavior for 10 consecutive minutes on 10 of 10 occasions daily for two weeks.	Same as above	Same as above	February 1
5-	Nathan will attend to teacher presentations and independent work assignments with no more than 2 incidents of off-task or out-of-seat behavior for 15 to 20 consecutive minutes on 10 of 10 occasions daily for two weeks.	Same as above	Same as above	April 1

Annual Goal: Nathan will participate in regular school and home activities, moving from place to place, without bumping into furniture, equipment, or people.

	Short-term Objective	Persons/ Positions	Procedures	Schedule
1-	Nathan will walk to various destinations in the classroom on 10 of 10 occasions without bumping into furniture, equipment, or people	Resource & Regular 4th grade teachers	Nathan will self-record & the 4th grade & resource teachers will collect reliability data on the no. of times in bumps into things during 3 daily transition times	November 1
2-	Nathan will walk to various destinations in the classroom and school on 10 of 10 occasions without bumping into furniture, equipment, or people.	Same as above	Same as above and 3 times outside of the classroom (lunch, recess, before school)	January 1
3-	Nathan will walk to various destinations in the classroom, school, and at home on 20 of 20 occasions without bumping into furniture, equipment, or people.	Same as above plus Parents	Same as above with before school and after school observations by parents	March 1
4-	Nathan will walk to various destinations in the classroom, non-academic classes, the school, and at home on 30 of 30 occasions without bumping into furniture, equipment, or people.	Same as above plus PE, music, and art teachers	Same as above plus anecdotal reports wkly from teachrs	June 1

Annual Goal: Nathan will play outdoor and indoor games that involve 2 or more people correctly for 15 minutes.

	Short-term Objective	Persons/ Positions	Procedures	Schedule
1-	Nathan will play one game correctly for 5 minutes in the regular classroom, one in the resource room, and one in physical education	Resource, Regular 4th grade, & PE teachers	Teachers will keep daily anecdotal records & make direct observations once a week	November 1
2-	Nathan will play 2 games correctly for 5 minutes in the regular classroom, 2 in the resource room, and 2 in physical education	Resource, Regular 4th grade, & PE teachers	Teachers will keep daily anecdotal records & make direct observations once a week	December 1
3-	Nathan will play 3 games correctly for 5 minutes in the regular classroom, 3 in the resource room, and 3 in physical education	Resource, Regular 4th grade, & PE teachers	Teachers will keep daily anecdotal records & make direct observations once a week	February 1
4-	Nathan will play 3 games correctly for 10 minutes in the regular classroom, 3 in the resource room, and 3 in physical education	Resource, Regular 4th grade, & PE teachers	Teachers will keep daily anecdotal records & make direct observations once a week	March 1
5-	Nathan will play 3 games correctly for 15 or more minutes in the regular classroom, 3 in the resource room, and 3 in physical education	Resource, Regular 4th grade, & PE teachers	Teachers will keep daily anecdotal records & make direct observations once a week	June 1

Adaptations Made in Physical Education

It is likely that Nathan will not spontaneously learn to follow directions during activities such as those in physical education which are less structured and/or have more movement and distraction than those in the classroom. For this reason, a self-evaluation program will be established for Nathan during physical education. The system will be linked to a reward menu to help motivate Nathan to participate correctly in group activities. Additionally, the physical education teacher will arrange for Nathan to be seated/stand in close proximity to him when all instructions and feedback are given. The resource program teacher will work closely with the PE teacher to adjust this plan to meet Nathan's unique needs as the year progresses.

IEP 7/91

Agency Name - Street Address - City, State, Zip - Phone number

INDIVIDUALIZED EDUCATION PROGRAM [IEP]**

D of Meeting: 5-15-91 Type of Meeting: ___ Initial _X_ Review ___ Re-evaluation

Student's Name: Susan Hemphill Birthdate: 9-23-74 (Month/Day/Year)

Soc. Sec. #: 376-48-2210 Medicaid: ___ No _X_ Yes If Yes, Medicaid # 53827B

Student's Address: 2907 W. Hillsboro Avenue
Halpern City, IA 52248

Parent's Name(s): Samantha and Nat Hemphill

Address: (if different from student's) (same as student's) Home Phone: 876-3921

Office Phone: 875-8214

Resident District and Building: Halpern City, Clemens High

Attending District and Building: Same

Annual IEP Review is due before: 5-15-92

Duration of IEP: 5-15-91 to 5-15-92

Reviewed for Extended Year Special Education on this date: 5-15-91 by the assessment team.

Is further review needed? ___ Yes _X_ No

ons Present at Meeting: *	Position/Relationship to Student
Ms. Karen Kelly	Resource Room Teacher
Mr. Sam Wren; Ms. Carla Jackson	Vocational Teacher; Science Teacher
Dr. Esther West	School Psychologist
Mrs. Samantha Hemphill	Parent
Mrs. Wilma Stern	Grandmother
Susan Hemphill	Student
Mr. T.J. Cantor	Principal

Sources of Additional Written Input:

Position	Name

* Signature or listing only indicates presence at IEP meeting, not approval or acceptance of the IEP.

** All data are hypothetical.

Education[281]—41.18(2), IAC

The special education needed by each pupil with a disability shall be specified in a written IEP.

a. The IEP for each pupil with a disability shall be developed prior to the provision of special education. The IEP shall be implemented within 30 calendar days following the determination that a pupil requires special education. For pupils requiring continued special education from one year to the next, the IEP shall be in effect at the beginning of the school year.

b. A meeting shall be conducted for the purpose of developing the IEP for each identified pupil with a disability. Participants in the meeting shall include: a representative of the agency, other than the pupil's teacher, who is qualified to provide or supervise the provision of special education; the pupil's teacher; a member of the diagnostic-educational team; a teacher or other specialist with knowledge in the identified disability area; one or both of the pupil's parents subject to rule 41.31; the pupil, if appropriate; and other individuals as designated by the parents, school district or director.

c. After a pupil has been placed in a private school, meetings to review and revise the pupil's IEP may be conducted by the private school.

d. The IEP shall include the following:

    1. A statement of the pupil's present levels of educational performance in objective, measurable terms.

    2. A statement of annual goals describing the intended outcomes of the special education being provided.

    3. A statement of short term instructional objectives describing the intermediate steps between the pupil's present levels of performance and the established annual goals.

    4. A statement of the specific special education to be provided and the extent of the pupil's participation in the general education program.

    5. A statement describing the "specially designed " physical education program of the pupil when the pupil is not enrolled or participating in the general education physical education program.

    6. A statement of the projected dates for initiation and anticipated duration of the special education for the period covered by the IEP.

    7. A statement of the criteria and methods to be applied in determining progress toward the goals and objectives of the IEP, unless specified in the statement of annual goals and instructional objectives.

    8. A statement of the projected date of graduation at least 18 months in advance of said date and the criteria to be used in judging whether graduation shall occur. Prior to graduation, the IEP team must find that these criteria have been met.

e. A meeting shall be conducted at least annually for the purpose of reviewing and revising the IEP of each handicapped pupil with a disability. The participants in the meeting shall be the special education personnel serving the pupil; a representative of the agency, other than the pupil's teacher, who is qualified to provide or supervise the provision of special education; the pupil's parents subject to rule 41.31; the pupil, if appropriate; and other individuals as designated by the parents, school district or director.

f. An IEP shall be developed for pupils receiving only special education support services. To be entitled to special education support services, the pupil must be identified as having a handicapping condition which handicaps the pupil in obtaining an education. The IEP shall satisfy the requirements of 41.18(2),"a" and 41.18(2),"d" and be prepared by the specialist providing the service; the pupil's parents, subject to rule 41.31; the pupil's teacher, when involvement of the teacher is required in implementing the IEP; and, others designated by the parents, school district or director. The special education support services specialist shall have primary responsibility for recommending the need for support services, the extent of services to be provided and the frequency of direct and indirect contacts with pupils requiring special education support services. When a pupil receives special education support services in conjunction with placement in a special education instructional program, there shall be one written IEP covering all special education.

IEP 7/91

Student: *Susan Hemphill* **Date:** *5-15-91* [Page *1* of *1*]

Present Levels of Educational Performance [PLEP]

1. Use information from parents, students, and educators when writing these statements.
2. List specific statements, using objective terms, which describe the student's educational needs/behaviors of concern. Consider the following areas, and others, if needed: academic areas (reading, math, communication, etc.) and non-academic areas (daily life activities, mobility, etc.)
3. List specific statements, using objective terms, which describe the student's academic and non-academic strengths that would be useful in the development of the student's goals and objectives.

Susan is 14 years 6 months old; she is receiving passing grades in regular English and social/world affairs that document that she can learn in these classes with the help of an after-school tutor. Her teachers report that she uses classtime to work on assignments and seeks help from the teacher when she does not understand something. She should continue to be integrated for these courses.

Susan did not receive a passing grade the last two 9-week periods in science in spite of modified exams (presented individually by the resource teacher). Results of the state competency test given this April show that Susan's functional reading level is approximately equal to that of a beginning 7th grade student. Her science teacher reports that she can sound out new words and say them correctly, but continues to read along without grasping their meaning. Susan needs a strategy and further assistance to learn key science vocabulary terms and concepts.

According to the test results and teacher reports, Susan can solve problems involving addition, subtraction, multiplication, and division. She works at a very slow pace (i.e., 1 to 2 easy problems in 3-5 minutes). Susan needs to become more fluent in these math skills. Also, she does not add money, make change, or know how to budget money. Susan does not calculate measurements associated with daily living applications correctly. She does not apply her math skills to activities such as halving a recipe, measuring cupboard space for liners, and so on. Her parents are concerned about her performance in this area.

Susan says she wants to be a homemaker after she graduates. She expresses little interest in working; she needs to develop an awareness of different job opportunities, the benefits of working, and experience the work place first hand.

Annual goals must correspond to educational needs/behaviors of concern identified above.

Individualized Education Programs (IEPs) Interpretation

Title 34, C.F.R., Pt. 300, App. C

36. What should be included in the statement of the child's present levels of educational performance?

The statement of present levels of educational performance will be different for each child with a disability. Thus, determinations about the content of the statement for an individual child are matters that are left to the discretion of participants in the IEP meetings. However, the following are some points which should be taken into account in writing this part of the IEP.

a. The statement should accurately describe the effect of the child's disability on the child's performance in any area of education that is affected, including

   (1) academic areas (reading, math, communication, etc.), and
   (2) non-academic areas (daily life activities, mobility, etc.).

   NOTE: Labels such as "mentally retarded" or "deaf" may not be used as a substitute for the description of present levels of educational performance.)

b. The statement should be written in objective measurable terms, to the extent possible. Data from the child's evaluation would be a good source of such information. Test scores that are pertinent to the child's diagnosis might be included, where appropriate. However, the scores should be

   (1) self-explanatory (i.e., they can be interpreted by all participants without the use of test manuals or other aids), or
   (2) an explanation should be included.

   Whatever test results are used should reflect the impact of the disability on the child's performance. Thus, raw scores would not usually be sufficient.

c. There should be a direct relationship between the present levels of educational performance and the other components of the IEP. Thus, if the statement describes a problem with the child's reading level and points to a deficiency in a specific reading skill, this problem should be addressed under both

   (1) goals and objectives, and
   (2) specific special education and related services to be provided to the child.

Student: Susan Hemphill **Date:** 5-15-91 [Page 1 of 3]

Annual Goal: Susan will identify and learn the meaning of vocabulary found in the 9th grade science text with 80% accuracy.

List measurable, short-term objectives for each goal. Each objective should contain starting and ending dates, conditions, behavior, and criteria.

Short Term Objectives	Person(s) Responsible	Evaluation		Results
		Procedures	Schedule	
Susan will identify a minimum of 15 vocabulary words per chapter and say or write the definition and an example for each with 85% accuracy by January 1.	Resource Room Teacher and Science Teacher	The teacher will prepare a criterion referenced test on the terms to be given to Susan each Thursday or Friday.	Weekly throughout the year	
Susan will demonstrate maintenance of the vocabulary terms across a 4-6 wk period.	Resource Room Teacher and Science Teacher	Five to ten randomly selected words from each list (total of 20) will be given to Susan 2x per week to assess her retention.	Twice weekly	
Susan will demonstrate maintenance of vocabulary terms across the semester.	Resource Room Teacher and Science Teacher	Five terms from each chapter list will be tested 3, 2, and 1 week prior to the end of the semester.	3, 2, and 1 week before end of each semester.	

37. Why are goals and objectives required in the IEP?

The statutory requirements for including annual goals and short term objectives (Section 602(19)(B)), and for having at least an annual review of a child with a disability's IEP (Section 614(a)(5)), provide a mechanism for determining: (1) whether the anticipated outcomes for the child are being met (i.e., whether the child is progressing in the special education program) and (2) whether the placement and services are appropriate to the child's special learning needs. In effect, these requirements provide a way for the child's teacher(s) and parents to be able to track the child's progress in special education. However, the goals and objectives in the IEP are not intended to be as specific as the goals and objectives that are normally found in daily, weekly, or monthly instructional plans.

38. What are "annual goals" in an IEP?

The annual goals in the IEP are statements which describe what a child with a disability can reasonably be expected to accomplish within a twelve month period in the child's special education program. As indicated under Question 36, above, there should be a direct relationship between the annual goals and the present levels of educational performance.

39. What are "short term instructional objectives" in an IEP?

"Short term instructional objectives" (also called "IEP objectives") are measurable, intermediate steps between a child with a disability's present levels of educational performance and the annual goals that are established for the child. The objectives are developed based on a logical breakdown of the major components of the annual goals, and can serve as milestones for measuring progress toward meeting the goals.

In some respects, IEP objectives are similar to objectives used in daily classroom instructional plans. For example, both kinds of objectives are used (1) to describe what a given child is expected to accomplish in a particular area within some specified time period, and (2) to determine the extent to which the child is progressing toward those accomplishments.

In other respects, objectives in IEPs are different from those used in instructional plans, primarily in the amount of detail they provide. IEP objectives provide general benchmarks for determining progress toward meeting the annual goals. These objectives should be projected to be accomplished over an extended period time (e.g., an entire school quarter or semester). On the other hand, the objectives in classroom instructional plans deal with more specific outcomes that are to be accomplished on a daily, weekly, or monthly basis. Classroom instructional plans generally include details not required in an IEP, such as the specific methods, activities, and materials (e.g., use of flash cards) that will be used in accomplishing the objectives.

40. Should the IEP goals and objectives focus only on special education and related services, or should they relate to the total education of the child?

IEP goals and objectives are concerned primarily with meeting a child with a disability's need for special education and related services, and are not required to cover other areas of the child's education. Stated another way, the goals and objectives in the IEP should focus on offsetting or reducing the problems resulting from the child's disability which interfere with learning and educational performance in school. For example, if a learning disabled child is functioning several grades below the child's indicated ability in reading and has a specific problem with word recognition, the IEP goals and objectives would be directed toward (1) closing the gap between the child's indicated ability and current level of functioning, and (2) helping the child increase the ability to use word attack skills effectively (or to find some other approach to increase independence in reading).

For a child with a mild speech impairment, the IEP objectives would focus on improving the child's communication skills, by either (1) correcting the impairment, or (2) minimizing its effect on the child's ability to communicate. On the other hand, the goals and objectives for a severely retarded child would be more comprehensive and cover more of the child's school program than if the child has only mild disability.

41. Should there be a relationship between the goals and objectives in the IEP and those that are in instructional plans of special education personnel?

Yes, there should be a direct relationship between the IEP goals and objectives for a given child with a disability and the goals and objectives that are in the special education instructional plans for the child. However, the IEP is not intended to be detailed enough to be used as an instructional plan. The IEP, through its goals and objectives, (1) sets the general direction to be taken by those who will implement the IEP, and (2) serves as the basis for developing a detailed instructional plan for the child.

Student: Susan Hemphill **Date:** 5-15-91 [Page 2 of 3]

Annual Goal: Susan will demonstrate functional use of money and measurement skills.

List measurable, short-term objectives for each goal. Each objective should contain starting and ending dates, conditions, behavior, and criteria.

Short Term Objectives	Person(s) Responsible	Evaluation		Results
		Procedures	Schedule	
Susan will add and subtract basic facts at a rate of 80 digits per minute by October 1.	Resource Room Teacher and General Math Teacher	Precision Teaching Probes	Daily until mastery with weekly follow-up probes	
Susan will add, subtract, multiply, and divide when given such 30 problems on a worksheet for 20 minutes with 95% accuracy by December 1.	Same as above	Criterion-referenced teacher-made tests	2x each week and 1x every other week once mastery reached	
Susan will make change for amounts under $20 with 100% accuracy by March 1.	Same as above	5 trials with real money	Once a week	
Susan will demonstrate doubling, tripling, and halving recipes and length measurements with 90% or better accuracy by June 1.	Resource Room Teacher, Vocational Teacher, and Parents	Susan will be asked to demonstrate doubling, tripling, and halving recipes and measurements in applied situations (e.g., making fudge, measuring a room to paint).	Weekly throughout the year	

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Student: Susan Hemphill **Date:** 5-15-91 [Page 3 of 3]

Annual Goal: Susan will discuss job opportunities, job tasks, and her strengths and weaknesses in relation to these jobs.

List measurable, short-term objectives for each goal. Each objective should contain starting and ending dates, conditions, behavior, and criteria.

Short Term Objectives	Person(s) Responsible	Evaluation		Results
		Procedures	Schedule	
Susan will name and explain 10 positive characteristics of a good employee.	Resource Room Teacher and Vocational Teacher	Criterion-referenced teacher interview	Oct. 15	
Susan will identify her 3 best employee characteristics and 3 she needs most to work on.	Same as above	Same as above	Oct. 30	
Susan will name 5 local jobs, the 5 to 10 critical tasks/responsibilities associated with each with 100% accuracy on 10 of 10 trials.	Same as above	Same as above	Dec. 1	
Susan will work for 3-4 weeks part-time on three different jobs.	Same as above	The Resource Teacher will observe Susan 3x and receive weekly written feedback from her job supervisor.	Jan. 15-Feb. 28 Mar. 1-Apr. 15 Apr. 16-May 30	

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IEP 7/91

Student: Susan Hemphill **Date:** 5-15-91 [Page 1 of 1]

xtent of Participation in:

Regular Education *		Special Education Instructional Program	
Subject/Activity/Course	Amount of Time	Subject/Activity/Course	Amount of Time
English (5 day/wk)	20%		
Science (4 day/wk)	15%	Science (1 day/wk)	5%
Gen. Math (4 day/wk)	15%	Math (1 day/wk)	5%
Social Studies/History (5 day/wk)	20%	Life Management Skills (5 day/wk)	20%

* **If modifications are necessary for the student to participate, they must be described in the next section.**

Modifications for Regular Education Participation and Description of Special Education Instructional Program:

The possibility of mainstreaming Susan for all courses was discussed by the team. The parents and teachers strongly believe Susan would not pass science or acquire the appropriate applied math and life preparation skills without participation in the esource program. The science course will need to be modified to assist Susan in earning key terms. The instructor will need to provide a written list of terms as well as an audio-tape of terms, definitions, and examples. Tutoring is recommended to continue after school to help Susan with her English and social studies assignments. One day a week will be provided in the resource room for science and math. The resource program will provide Life Management Skills and the job opportunities awareness and job site experience Susan needs.

Physical Education: X Regular ___ Regular with modifications * ___ Specially designed **

* Modifications must be attached to the IEP.

** If a specially designed physical education program is required, then goals and objectives for the physical education program must be included in the IEP.

Individuals with Disabilities Act
Title 20, U.S.C., Chapter 33

Sec. 1401(a)(20)(D)

The IEP shall include:
"...(D) a statement of the needed transition services for students beginning no later than age 16 and annually thereafter (and, when determined appropriate for the individual, beginning at age 14 or younger), including, when appropriate, a statement of the interagency responsibilities or linkages (or both) before the student leaves the school setting..."

Sec. 1401(a)(20), First unnumbered paragraph

"In the case where a participating agency, other than the educational agency, fails to provide agreed upon services, the educational agency shall reconvene the IEP team to identify alternative strategies to meet the transition objectives."

Sec. 1401(a)(19)

"The term 'transition services' means a coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to post-school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities shall be based upon the individual student's needs, taking into account the student's preferences and interests, and shall include instruction, community experiences, the development of employment and other post-school adult living, and when appropriate, acquisition of daily living skills and functional vocational evaluation."

Student: Susan Hemphill **Date:** 5-15-91 [Page 1 of 1]

Special Education Support and Related Services: (Including special education transportation)

Service (specify)	Amount of Time	Duration		Position Responsible
		from	to	

Justification for Instructional Programs and/or Support and Related Services being recommended:

Graduation Notice:

Anticipated date of graduation: 6/94 [month/year]

Notice provided to student and parents on ______ [month/year] by ______ [individual]

Graduation Criteria attached? ___ Yes X No

Information Attached:

Each of the following items must be addressed by either a "yes" or "no." If the response is "yes," then an information page must be completed and attached.

Yes	No	
X		Transition Planning Attachment
	X	Extended Year Special Education
	X	Shortened School Day (If yes, attach a justification statement)
		Other:

Education[281]—41.17(8), IAC

Extended year special education. To ensure provision of a free, appropriate education, pupils requiring special education shall be provided extended year special education (EYSE) in identified critical skill areas when the special education instructional program, support services, or both, in which the pupil is regularly enrolled are not in session for periods of three or more consecutive weeks. EYSE may include special education instructional or support services or both. A review of all pupils receiving special education shall be conducted by the multidisciplinary team for the purpose of identifying those pupils who may require EYSE in accordance with this rule. The parents of these pupils shall be provided written notice of their child's potential need for EYSE and of procedures to be followed in making a final determination. The parents of these pupils shall also be provided written notice of the multidisciplinary team's subsequent determination regarding the pupil's need for EYSE. This notice shall occur no later than 60 days prior to the interruption of special education in which the pupil is regularly enrolled. In limited cases where 60 days notice is impracticable (i.e., late enrollment; verifiable change in educational program needs), this notice shall be provided with expediency. Should the parents of the pupil wish to appeal the decision regarding extended year special education, an affidavit of appeal shall be filed pursuant to rule 41.33 within 15 calendar days of receipt of the multidisciplinary team's decision. This requirement is necessary if the appeal is to be heard in time for the implementation of extended year special education during the period for which the request was made.

Determination of the need for EYSE for each pupil shall be made by the multidisciplinary team based on empirical and qualitative data collected by the multidisciplinary team. A pupil shall be provided EYSE if, in the educational professionals' interpretation of the data, either of the following conditions is present:

a. Failure to maintain an acquired critical skill, as a result of an interruption of special education instruction or support services in a critical skill area, to the extent that a period of reteaching of nine or more weeks will be required to regain previous competence. In these cases, EYSE programming shall be designed to provide for maintenance rather than continued development of the skills identified.

b. Rare and unusual circumstances which will result in the loss or a severe limitation of the pupil's capacity and potential to acquire a critical skill. In these cases, EYSE shall provide for the maintenance of the critical skill and may also provide for the continued development or acquisition of a critical skill to prevent the anticipated loss or limitation.

Critical skills shall be determined at the time of the development of the IEP, shall be appropriate for the pupil, given the pupil's ability to acquire the selected skill, and shall be a priority for developmental and age appropriate growth.

Determination of the need for EYSE shall be made only for the immediate period of interruption. The provision of EYSE for the immediate period does not imply that EYSE will be required for subsequent periods in the absence of a finding to that effect by the multidisciplinary team.

Education[281]—41.17(6), IAC

Length of school day. The length of the school day for pupils requiring special education shall be the same as that determined by the board of the school district for other pupils unless a shorter day is prescribed in the pupil's IEP.

Appendix I

Amendment Forms

AMENDMENT

IEP 7/91

Student: ______________________ Date: __________ [Page ____ of ____]

Annual Goal: ____

List measurable, short-term objectives for each goal. Each objective should contain starting and ending dates, conditions, behavior, and criteria.

Short Term Objectives	Person(s) Responsible	Evaluation		Results
		Procedures	Schedule	
194				195

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In other respects, objectives in IEPs are different from those used in instructional plans, primarily in the amount of detail they provide. IEP objectives provide general benchmarks for determining progress toward meeting the annual goals. These objectives should be projected to be accomplished over an extended period time (e.g., an entire school quarter or semester). On the other hand, the objectives in classroom instructional plans deal with more specific outcomes that are to be accomplished on a daily, weekly, or monthly basis. Classroom instructional plans generally include details not required in an IEP, such as the specific methods, activities, and materials (e.g., use of flash cards) that will be used in accomplishing the objectives.

40. Should the IEP goals and objectives focus only on special education and related services, or should they relate to the total education of the child?

IEP goals and objectives are concerned primarily with meeting a child with a disability's need for special education and related services, and are not required to cover other areas of the child's education. Stated another way, the goals and objectives in the IEP should focus on offsetting or reducing the problems resulting from the child's disability which interfere with learning and educational performance in school. For example, if a learning disabled child is functioning several grades below the child's indicated ability in reading and has a specific problem with word recognition, the IEP goals and objectives would be directed toward (1) closing the gap between the child's indicated ability and current level of functioning, and (2) helping the child increase the ability to use word attack skills effectively (or to find some other approach to increase independence in reading).

For a child with a mild speech impairment, the IEP objectives would focus on improving the child's communication skills, by either (1) correcting the impairment, or (2) minimizing its effect on the child's ability to communicate. On the other hand, the goals and objectives for a severely retarded child would be more comprehensive and cover more of the child's school program than if the child has only mild disability.

41. Should there be a relationship between the goals and objectives in the IEP and those that are in instructional plans of special education personnel?

Yes, there should be a direct relationship between the IEP goals and objectives for a given child with a disability and the goals and objectives that are in the special education instructional plans for the child. However, the IEP is not intended to be detailed enough to be used as an instructional plan. The IEP, through its goals and objectives, (1) sets the general direction to be taken by those who will implement the IEP, and (2) serves as the basis for developing a detailed instructional plan for the child.

Sample IEP Amendment

I. Name: ____________________ Birthdate: __________ Date: ______

School: ____________________ Program: ____________________

Teacher: ____________________

II. Purpose of this Amendment:

III. Present Level of Performance Amendment:

IV. Summary of Needs Amendment:

V. Goals (Complete IEP page 3 for each identified need)

VI. Extent of Participation in:

General Education Subject/Activity/Course	Time	Special Education Subject/Activity/Course	Time

VII. Supplemental Information: Form attached: ____ Yes ____ No

Area Addressed: ______________________________

This amendment will be in effect until the next Annual Review/IEP Conference in ______________________________

VIII. Parent/Guardian Consent

I do/do not agree ______________________________ (Parent signature)

IX. Individuals present:

Name	Relationship	Name	Relationship

White: AEA Canary: Teacher Pink: LEA Blue: Parent

Appendix J

Sixty Questions from The Code of Federal Regulations

code of federal regulations

Education

34

PARTS 300 TO 399

Revised as of July 1, 1990

NATIONAL ARCHIVES AND RECORDS ADMINISTRATION
1985

APPENDIX C—NOTICE OF INTERPRETATION

I. Purpose of the IEP
II. IEP Requirements

§ *300.340 Definition*

§ *300.341 State educational agency responsibility*

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2. For a child placed out of State by a public agency, is the placing or receiving State responsible for the child's IEP?

§ *300.342 When individualized education programs must be in effect*

3. In requiring that an IEP be in effect before special education and related services are provided, what does *be in effect* mean?

4. How much of a delay is permissible between the time a handicapped child's IEP is finalized and when special education is provided?

5. For a handicapped child receiving special education for the first time, when must an IEP be developed—before placement or after placement?

6. If a handicapped child has been receiving special education in one LEA and moves to another community, must the new LEA hold an IEP meeting before the child is placed in a special education program?

§ *300.343 Meetings*

7. What is the purpose of the 30 day timeline in § 300.343(c)?

8. Must the agency hold a separate meeting to determine a child's eligibility for special education and related services, or can this step be combined with the IEP meeting?

9. Must IEPs be reviewed or revised at the beginning of each school year?

10. How frequently must IEP meetings be held and how long should they be?

11. Who can initiate IEP meetings?

12. May IEP meetings be tape-recorded?

§ *300.344 Participants in meetings*

(Agency representative)

13. Who can serve as the *representative of the public agency* at an IEP meeting?

14. Who is the *representative of the public agency* if a handicapped child is served by a public agency other than the SEA or LEA?

(The child's teacher)

15. For a handicapped child being considered for initial placement in special education, which teacher should attend the IEP meeting?

16. If a handicapped child is enrolled in both regular and special education classes, which teacher should attend the IEP meeting?

17. If a handicapped child in high school attends several regular classes, must all of the child's regular teachers attend the IEP meeting?

18. If a child's primary handicap is a speech impairment, must the child's regular teacher attend the IEP meeting?

19. If a child is enrolled in a special education class because of a primary handicap and also receives speech-language pathology services, must both specialists attend the IEP meeting?

(The child, parents, other individuals)

20. When may representatives of teacher organizations attend IEP meetings?

21. When may a handicapped child attend an IEP meeting?

22. Do the parents of a handicapped student retain the right to attend the IEP meeting when the student reaches the age of majority?

23. Must related services personnel attend IEP meetings?

24. Are agencies required to use a case manager in the development of a handicapped child's IEP?

25. For a child with a suspected speech impairment, who must represent the evaluation team at the IEP meeting?

§ *300.345 Parent participation*

26. What is the role of the parents at an IEP meeting?

27. What is the role of a surrogate parent at an IEP meeting?

28. Must the public agency let the parents know who will be at the IEP meeting?

29. Are parents required to sign IEPs?

30. If the parent signs the IEP, does the signature indicate consent for initial placement?

31. Do parents have the right to a copy of their child's IEP?

32. Must parents be informed at the IEP meeting of their right to appeal?

33. Does the IEP include ways for parents to check the progress of their children?

34. Must IEPs include specific *checkpoint intervals* for parents to confer with teachers and to revise or update their children's IEPs?

35. If the parents and agency are unable to reach agreement at an IEP meeting, what steps should be followed until agreement is reached?

§ *300.346 Content of the individualized education program*

(Present levels of educational performance)

36. What should be included in the statement of the child's present levels of educational performance?

(Annual goals and short term objectives)

37. Why are goals and objectives required in the IEP?

38. What are *annual goals* in an IEP?

39. What are *short term instructional objectives* in an IEP?

40. Should the IEP goals and objectives focus only on special education and related services, or should they relate to the total education of the child?

41. Should there be a relationship between the goals and objectives in the IEP and those that are in instructional plans of special education personnel?

42. When must IEP objectives be written—before placement or after placement?

43. Can short term instructional objectives be changed without initiating another IEP meeting?

(Specific special education and related services)

44. Must the IEP include all special education and related services needed by the child or only those avail from the public agency?

45. Is the IEP a commitment to provide services—i.e., must a public agency provide all of the services listed in the IEP?

46. Must the public agency itself directly provide the services set out in the IEP?

47. Does the IEP include only special education and related services or does it describe the total education of the child?

48. If modifications are necessary for a handicapped child to participate in a regular education program, must they be included in the IEP?

49. When must physical education (PE) be described or referred to in an IEP?

50. If a handicapped child is to receive vocational education, must it be described or referred to in the student's IEP?

51. Must the IEP specify the amount of services or may it simply list the services to be provided?

52. Must a handicapped child's IEP indicate the extent to which the child will be educated in the regular educational program?

(Projected dates/Evaluation)

53. Can the anticipated duration of services be for more than twelve months?

54. Must the evaluation procedures and schedules be included as a separate item in the IEP?

(Other IEP content questions)

55. Is it permissible for an agency to have the IEP completed when the IEP meeting begins?

56. Is there a prescribed format or length for an IEP?

57. Is it permissible to consolidate the IEP with the individualized service plan developed under another Federal program?

58. What provisions on confidentiality of information apply to IEPs?

§ *300.347 Private school placements*

59. If placement decisions are made at the time the IEP is developed, how can a private school representative attend the meeting?

§ *300.348 Handicapped children in parochial or other private schools*

§ *300.349 Individualized education programs—accountability*

60. Is the IEP a performance contract?

AUTHORITY: Part B of the Education of the Handicapped Act, as amended (20 U.S.C. 1411-1420), unless otherwise noted.

INDIVIDUALIZED EDUCATION PROGRAMS (IEPs)

Interpretation of Requirements Under Part B of the Education of the Handicapped Act, As Amended by Pub. L. 94-142

I. Purpose of the IEP

There are two main parts of the IEP requirement, as described in the Act and regulations: (1) The IEP meeting(s), at which parents and school personnel jointly make decisions about a handicapped child's educational program, and (2) the IEP document itself, which is a written record of the decisions reached at the meeting. The overall IEP requirement, comprised of these two parts, has a number of purposes and functions:

a. The IEP meeting serves as a communication vehicle between parents and school personnel, and enables them, as equal participants, to jointly decide what the child's needs are, what services will be provided to meet those needs, and what the anticipated outcomes may be.

b. The IEP process provides an opportunity for resolving any differences between the parents and the agency concerning a handicapped child's special education needs; first, through the IEP meeting, and second, if necessary, through the procedural protections that are available to the parents.

c. The IEP sets forth in writing a commitment of resources necessary to enable a handicapped child to receive needed special education and related services.

d. The IEP is a management tool that is used to ensure that each handicapped child is provided special education and related services appropriate to the child's special learning needs.

e. The IEP is a compliance/monitoring document which may be used by authorized monitoring personnel from each governmental level to determine whether a handicapped child is actually receiving the free appropriate public education agreed to by the parents and the school.

f. The IEP serves as an evaluation device for use in determining the extent of the child's progress toward meeting the projected outcomes.

NOTE: The Act does not require that teachers or other school personnel be held accountable if a handicapped child does not achieve the goals and objectives set forth in the IEP. See § 300.349, *Individualized education program—accountability.*

II. IEP Requirements

This part (1) repeats the IEP requirements in §§ 300.340–300.349 of the regulations (boxed material), (2) provides additional clarification, as necessary, on sections or paragraphs of the regulations on which such clarification is needed, and (3) answers some questions regarding implementation of the IEP requirements that are not expressly addressed in the regulations. These questions and clarifying information are presented in a question and answer format immediately after the particular section of the regulations that is presented.

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INDIVIDUALIZED EDUCATION PROGRAMS

§ 300.340 Definition.

As used in this part, the term "individualized education program" means a written statement for a handicapped child that is developed and implemented in accordance with §§ 300.341-300.349.

(20 U.S.C. 1401(19).)

§ 300.341 State educational agency responsibility.

(a) *Public agencies.* The State educational agency shall insure that each public agency develops and implements an individualized education program for each of its handicapped children.

(b) *Private schools and facilities.* The State educational agency shall insure that an individualized education program is developed and implemented for each handicapped child who:

(1) Is placed in or referred to a private school or facility by a public agency; or

(2) Is enrolled in a parochial or other private school and receives special education or related services from a public agency.

(20 U.S.C. 1412 (4), (6); 1413(a)(4).)

Comment: This section applies to all public agencies, including other State agencies (e.g., departments of mental health and welfare), which provide special education to a handicapped child either directly, by contract or through other arrangements. Thus, if a State welfare agency contracts with a private school or facility to provide special education to a handicapped child, that agency would be responsible for insuring that an individualized education program is developed for the child.

1. *Who is responsible for ensuring the development of IEPs for handicapped children served by a public agency other than an LEA?*

The answer will vary from State to State, depending upon State law, policy, or practice. In each State, however, the SEA is ultimately responsible for ensuring that each agency in the State is in compliance with the IEP requirements and the other provisions of the Act and regulations. (See § 300.600 regarding SEA responsibility for all education programs.)

The SEA must ensure that every handicapped child in the State has available a free appropriate public education (FAPE), regardless of which agency, State or local, is responsible for the child. While the SEA has flexibility in deciding the best means to meet this obligation (e.g., through interagency agreements), there can be no failure to provide FAPE due to jurisdictional disputes among agencies.

NOTE: Section 300.2(b) states that the requirements of the Act and regulations apply to all political subdivisions of the State that are involved in the education of handicapped children, including (1) the SEA, (2) LEAs, (3) other State agencies (such as Departments of Mental Health and Welfare, and State schools for the deaf or blind), and (4) State correctional facilities.

The following paragraphs outline (1) some of the SEA's responsibilities for developing policies or agreements under a variety of interagency situations, and (2) some of the responsibilities of an LEA when it initiates the placement of a handicapped child in a school or program operated by another State agency:

a. *SEA POLICIES OR INTERAGENCY AGREEMENTS.* The SEA, through its written policies or agreements, must ensure that IEPs are properly written and implemented for all handicapped children in the State. This applies to each interagency situation that exists in the State, including any of the following:

(1) When an LEA initiates the placement of a child in a school or program operated by another State agency (see "LEA-Initiated Placements" in paragraph "b", below); (2) when a State or local agency other than the SEA or LEA places a child in a residential facility or other program; (3) when parents initiate placements in public institutions; and (4) when the courts make placements in correctional facilities.

NOTE: This is [illegible]n exhaustive list. The SEA's policies m[illegible]over any other interagency situation [illegible] is applicable in the State, including placements that are made for both educational and for non-educational purposes.

Frequently, more than one agency is involved in developing or implementing a handicapped child's IEP (e.g., when the LEA remains responsible for the child, even though another public agency provides the special education and related services, or when there are shared cost arrangements). It is important that SEA policies or agreements define the role of each agency involved in the situations described above, in order to resolve any jurisdictional problems that could delay the provision of a free appropriate public education to a handicapped child. For example, if a child is placed in a residential facility, any one or all of the following agencies might be involved in the development and/or implementation of the child's IEP: The child's LEA, the SEA, another State agency, an institution or school under that agency, and the LEA where the institution is located.

NOTE: The SEA must also ensure that any agency involved in the education of a handicapped child is in compliance with the *least restrictive environment* provisions of the Act and regulations, and, specifically, with the requirement that each handicapped child's placement (1) be determined at least annually, (2) be based on the child's IEP, and (3) be as close as possible to the child's home (§ 300.552(a), *Placements.*)

b. *LEA-INITIATED PLACEMENTS.* When an LEA is responsible for the education of a handicapped child, the LEA is also responsible for developing the child's IEP. The LEA has this responsibility even if development of the IEP results in placement in a State-operated school or program.

NOTE: The IEP must be developed before the child is placed. See Question 5, below.) When placement in a State-operated school is necessary, the affected State agency or agencies must be involved by the LEA in the development of the IEP. (See response to Question 59, below, regarding participation of a private school representative at the IEP meeting.)

After the child enters the State school, meetings to review or revise the child's IEP could be conducted by either the LEA or the State school, depending upon State law, policy, or practice. However, both agencies should be involved in any decisions made about the child's IEP (either by attending the IEP meetings, or through correspondence or telephone calls). There must be a clear decision, based on State law, as to whether responsibility for the child's education is transferred to the State school or remains with the LEA, since this decision determines which agency is responsible for reviewing or revising the child's IEP.

2. *For a child placed out of State by a public agency, is the placing or receiving State responsible for the child's IEP?*

The "placing" State is responsible for developing the child's IEP and ensuring that it is implemented. The determination of the specific agency in the placing State that is responsible for the child's IEP would be based on State law, policy, or practice. However, as indicated in Question 1, above, the SEA in the placing State is responsible for ensuring that the child has available a free appropriate public education.

NOTE: The Department is considering the possibility of publishing a separate document on out-of-State placements. That paper would address the responsibilities of the placing and receiving States under both EHA-B and Section 504 of the Rehabilitation Act of 1973.

§ 300.342 When individualized education programs must be in effect.

(a) On October 1, 1977, and at the beginning of each school year thereafter, each public agency shall have in effect an individualized education program for every handicapped child who is receiving special education from that agency.

(b) An individualized education program must:

(1) Be in effect before special education and related services are provided to a child; and

(2) Be implemented as soon as possible following the meetings under § 300.343.

(20 U.S.C. 1412 (2)(B), (4), (6); 1414(a)(5); Pub. L. 94-142, Sec. 8(c) (1975).)

Comment. Under paragraph (b)(2), it is expected that a handicapped child's individualized education program (IEP) will be implemented immediately following the meetings under § 300.343. An exception to this would be (1) when the meetings occur during the summer or a vacation period, or (2) where there are circumstances which require a short delay (e.g., working out transportation arrangements). However, there can be no undue delay in providing special education and related services to the child.

3. *In requiring that an IEP be in effect before special education and related services are provided, what does be in effect mean?*

As used in the regulations, the term *be in effect* means that the IEP (1) has been developed properly (i.e., at a meeting(s) involving all of the participants specified in the Act (parent, teacher, agency representative, and, where appropriate, the child)); (2) is regarded by both the parents and agency as appropriate in terms of the child's needs, specified goals and objectives, and the services to be provided; and (3) will be implemented as written.

4. *How much of a delay is permissible between the time a handicapped child's IEP is finalized and when special education is provided?*

In general, no delay is permissible. It is expected that the special education and related services set out in a child's IEP will be provided by the agency beginning immediately after the IEP is finalized. The comment following § 300.342 identifies some exceptions ((1) when the meetings occur during the summer or other vacation period, or (2) when there are circumstances which require a short delay, such as working out transportation arrangements). However, unless otherwise specified in the IEP, the IEP services must be provided as soon as possible following the meeting.

NOTE: Section 300.346(d) requires that the IEP include the *projected dates for initiation of services.*

5. *For a handicapped child receiving special education for the first time, when must an IEP be developed—before placement or after placement?*

An IEP must *be in effect before* special education and related services are provided to a child. (§ 300.342(b)(1), emphasis added.) The appropriate placement for a given handicapped child cannot be determined until after decisions have been made about what the child's needs are and what will be provided. Since these decisions are made at the IEP meeting, it would not be permissible to first place the child and then develop the IEP. Therefore, the IEP must be developed before placement. The above requirement does not preclude temporarily placing an eligible handicapped child in a program as part of the evaluation process—before the IEP is finalized—to aid in determining the most appropriate placement for the child. It is essential that the temporary placement not become the final placement before the IEP is finalized. In order to ensure that this does not [illegible]ppen, the State might consider requirin[illegible]s to take the following actions:

a. Develop an *interim* IEP for the child, which sets out the specific conditions and timelines for the trial placement. (See paragraph "c", below.)

b. Ensure that the parents agree to the interim placement before it is carried out, and that they are involved throughout the process of developing, reviewing, and revising the child's IEP.

c. Set a specific timeline (e.g., 30 days) for completing the evaluation and making judgments about the most appropriate placement for the child.

d. Conduct an IEP meeting at the end of the trial period in order to finalize the child's IEP.

NOTE: Once a handicapped child's IEP is in effect and the child is placed in a special education program, the teacher might develop detailed lesson plans or objectives *based* on the IEP. However, these lesson plans and objectives are not required to be a part of the IEP itself. (See Questions 37-43, below, regarding IEP goals and objectives.)

6. *If a handicapped child has been receiving special education in one LEA and moves to another community, must the new LEA hold an IEP meeting before the child is placed in a special education program?*

It would not be necessary for the new LEA to conduct an IEP meeting if:

(1) A copy of the child's current IEP is available; (2) the parents indicate that they are satisfied with the current IEP; and (3) the new LEA determines that the current IEP is appropriate and can be implemented as written.

If the child's current IEP is not available, or if either the LEA or the parent believes that it is not appropriate, an IEP meeting would have to be conducted. This meeting should take place within a short time after the child enrolls in the new LEA (normally, within one week).

NOTE: The child must be placed in a special education program immediately after the IEP is finalized. See Question 4, above.

If the LEA or the parents believe that additional information is needed (e.g., the school records from the former LEA) or that a new evaluation is necessary before a final placement decision can be made, it would be permissible to temporarily place the child in an interim program before the IEP is finalized. (See Question 5, above.)

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§ 300.343 Meetings.

(a) *General.* Each public agency is responsible for initiating and conducting meetings for the purpose of developing, reviewing, and revising a handicapped child's individualized education program.

(b) *Handicapped children currently served.* If the public agency has determined that a handicapped child will receive special education during school year 1977–1978, a meeting must be held early enough to insure that an individualized education program is developed by October 1, 1977.

(c) *Other handicapped children.* For a handicapped child who is not included under paragraph (b) of this action, a meeting must be held within thirty calendar days of a determination that the child needs special education and related services.

(d) *Review.* Each public agency shall initiate and conduct meetings to periodically review each child's individualized education program and if appropriate revise its provisions. A meeting must be held for this purpose at least once a year.

(20 U.S.C. 1412 (2) (B), (4), (6); 1414(a) (5).)

Comment. The dates on which agencies must have individualized education programs (IEPs) in effect are specified in § 300.342 (October 1, 1977, and the beginning of each school year thereafter). However, except for new handicapped children (i.e., those evaluated and determined to need special education after October 1, 1977), the timing of meetings to develop, review, and revise IEPs is left to the discretion of each agency.

In order to have IEPs in effect by the dates in § 300.342, agencies could hold meetings at the end of the school year or during the summer preceding those dates. In meeting the October 1, 1977 timeline, meetings could be conducted up through the October 1 date. Thereafter, meetings may be held any time throughout the year, as long as IEPs are in effect at the beginning of each school year.

The statute requires agencies to hold a meeting at least once each year in order to review, and if appropriate revise, each child's IEP. The timing of those meetings could be on the anniversary date of the last IEP meeting on the child, but this is left to the discretion of the agency.

7. *What is the purpose of the 30 day timeline in § 300.343(c)?*

The 30 day timeline in § 300.343(c) ensures that there will not be a significant delay between the time a child is evaluated and when the child begins to receive special education. Once it is determined—through the evaluation—that a child is handicapped, the public agency has *up to* 30 days to hold an IEP meeting.

NOTE: See Questions 4 and 5, above, regarding finalization of IEP and placement of the child.

8. *Must the agency hold a separate meeting to determine a child's eligibility for special education and related services, or can this step be combined with the IEP meeting?*

Paragraph (e) of § 300.532 (*Evaluation procedures*) provides that the evaluation of each handicapped child must be *made by a multidisciplinary team or group of persons * * *". The decisions regarding (1) whether the team members actually meet together, and (2) whether such meetings are separate from the IEP meeting, are matters that are left to the discretion of State or local agencies.*

In practice, some agencies hold separate eligibility meetings with the multidisciplinary team before the IEP meeting.

NOTE: When separate meetings are conducted, placement decisions would be made at the IEP meeting. However, placement options could be discussed at the eligibility meeting.

Other agencies combine the two steps into one. If a combined meeting is conducted, the public agency must include the parents as participants at the meeting. (See § 300.345 for requirements on parent participation.)

NOTE: If, at a separate eligibility meeting, a decision is made that a child is *not* eligible for special education, the parents should be notified about the decision.

9. *Must IEPs be reviewed or revised at the beginning of each school year?*

No. The basic requirement in the regulations is that IEPs must *be in effect* at the beginning of each school year. Meetings must be conducted at least once each year to review and, if necessary, revise each handicapped child's IEP. However, the meetings may be held anytime during the year, including (1) at the end of the school year, (2) during the summer, before the new school year begins, or (3) on the anniversary date of the last IEP meeting on the child.

10. *How frequently must IEP meetings be held and how long should they be?*

Section 614(a)(5) of the Act provides that each public agency must hold meetings periodically, but not less than annually, to review each child's IEP and, if appropriate, revise its provisions. The legislative history of the Act makes it clear that there should be as many meetings a year as any one child may need. (121 Cong. Rec. S20428–29 (Nov. 19, 1975) (remarks of Senator Stafford))

There is no prescribed length for IEP meetings. In general, meetings (1) will be longer for initial placements and for children who require a variety of complex services, and (2) will be shorter for continuing placements and for children who require only a minimum amount of services. In any event, however, it is expected that agencies will allow sufficient time at the meetings to ensure meaningful parent participation.

11. *Who can initiate IEP meetings?*

IEP meetings are initiated and conducted at the descretion of the public agency. However, if the parents of a handicapped child believe that the child is not progressing satisfactorily or that there is a problem with the child's current IEP, it would be appropriate for the parents to request an IEP meeting. The public agency should grant any reasonable request for such a meeting.

NOTE: Under § 300.506(a), the parents or agency may initiate a due process hearing at any time regarding any matter related to the child's IEP.

If a child's teacher(s) feels that the child's placement or IEP services are not appropriate to the child, the teacher(s) should follow agency procedures with respect to (1) calling or meeting with the parents and/or (2) requesting the agency to hold another meeting to review the child's IEP.

12. *May IEP meetings be tape-recorded?*

The use of tape recorders at IEP meetings is not addressed by either the Act or the regulations. Although taping is clearly not required, it is permissible at the option of either the parents or the agency. However, if the recording is maintained by the agency, it is an *education record*, within the meaning of the Family Educational Rights and Privacy Act ("FERPA"; 20 U.S.C. 1232g), and would, therefore, be subject to the confidentiality requirements of the regulations under both FERPA (34 CFR part 99) and EHA-B (34 CFR 300.560–300.565).

§ 300.344 Participants in meetings.

(a) *General.* The public agency shall insure that each meeting includes the following participants:

(1) A representative of the public agency, other than the child's teacher, who is qualified to provide, or supervise the provision of, special education.

(2) The child's teacher.

(3) One or both of the child's parents, subject to § 300.345.

(4) The child, where appropriate.

(5) Other individuals at the discretion of the parent or agency.

(b) *Evaluation personnel.* For a handicapped child who has been evaluated for the first time, the public agency shall insure:

(1) That a member of the evaluation team participates in the meeting; or

(2) That the representative of the public agency, the child's teacher, or some other person is present at the meeting, who is knowledgeable about the evaluation procedures used with the child and is familiar with the results of the evaluation.

(20 U.S.C. 1401(19); 1412 (2) (B), (4), (6); 1414(a) (5).)

Comment. 1. In deciding which teacher will participate in meetings on a child's individualized education program, the agency may wish to consider the following possibilities:

(a) For a handicapped child who is receiving special education, the "teacher" could be the child's special education teacher. If the child's handicap is a speech impairment, the "teacher" could be the speech-language pathologist.

(b) For a handicapped child who is being considered for placement in special education, the "teacher" could be the child's regular teacher, or a teacher qualified to provide education in the type of program in which the child may be placed, or both.

(c) If the child is not in school or has more than one teacher, the agency may designate which teacher will participate in the meeting.

2. Either the teacher or the agency representative should be qualified in the area of the child's suspected disability.

3. For a child whose primary handicap is a speech impairment, the evaluation personnel participating under paragraph (b)(1) of this section would normally be the speech-language pathologist.

13. *Who can serve as the representative of the public agency* at an IEP meeting?

The *representative of the public agency* could be any member of the school staff, other than the c[illegible] teacher, who is *qualified to provide,* [illegible]*upervise the provision of, specially designed instruction to meet the unique needs of handicapped children.* (Section 602(19) of the Act.) Thus, the agency representative could be (1) a qualified special education administrator, supervisor, or teacher (including a speech-language pathologist), or (2) a school principal or other administrator—if the person is qualified to provide, or supervise the provision of, special education.

Each State or local agency may determine which specific staff member will serve as the agency representative. However, the representative should be able to ensure that whatever services are set out in the IEP will actually be provided and that the IEP will not be vetoed at a higher administrative level within the agency. Thus, the person selected should have the authority to commit agency resources (i.e., to make decisions about the specific special education and related services that the agency will provide to a particular child).

For a handicapped child who requires only a limited amount of special education, the agency representative able to commit appropriate resources could be a special education teacher, or a speech-language pathologist, other than the child's teacher. For a child who requires extensive special education and related services, the agency representative might need to be a key administrator in the agency.

NOTE: IEP meetings for continuing placements could be more routine than those for initial placements, and, thus, might not require the participation of a key administrator.

14. *Who is the representative of the public agency* if a handicapped child is served by a public agency other than the SEA or LEA?

The answer depends on which agency is responsible, under State law, policy, or practice, for any one or all of the following:

(1) The child's education, (2) placing the child, and (3) providing (or paying for the provision of) special education and related services to the child.

In general, the agency representative at the IEP meeting would be a member of the agency or institution that is responsible for the child's education. For example, if a State agency (1) places a child in an institution, (2) is responsible under State law for the child's education, and (3) has a qualified special education staff at the institution, then a member of the institution's staff would be the agency representative at the IEP meetings.

Sometimes there is no special education staff at the institution, and the children are served by special education personnel from the LEA where the institution is located. In this situation, a member of the LEA staff would usually serve as the agency representative.

NOTE: In situations where the LEA places a child in an institution, paragraph "b" of the response to Question 1, above, would apply.

15. *For a handicapped child being considered for initial placement in special education, which teacher should attend the IEP meeting?*

The teacher could be either (1) a teacher qualified to provide special education in the child's area of suspected disability, or (2) the child's regular teacher. At the option of the agency, both teachers could attend. In any event, there should be at least one member of the school staff at the meeting (e.g., the agency representative or the teacher) who is qualified in the child's area of suspected disability.

NOTE: Sometimes more than one meeting is necessary in order to finalize a child's IEP. If, in this process, the special education teacher who will be working with the child is identified, it would be useful to have that teacher participate in the meeting with the parents and other members of the IEP team in finalizing the IEP. When this is not possible, the agency should ensure that the teacher is given a copy of the child's IEP as soon as possible after the IEP is finalized and before the teacher begins working with the child.

16. *If a handicapped child is enrolled in both regular and special education classes, which teacher should attend the IEP meeting?*

In general, the teacher at the IEP meeting should be the child's special education teacher. At the option of the agency or the parent, the child's regular teacher also might attend. If the regular teacher does not attend, the agency should either provide the regular teacher with a copy of the IEP or inform the regular teacher of its contents. Moreover, the agency should ensure that the special education teacher, or other appropriate support person, is able, where necessary, to consult with and be a resource to the child's regular teacher.

17. *If a handicapped child in high school attends several regular classes, must all of the child's regular teachers attend the IEP meeting?*

No. Only one teacher must attend. However, at the option of the LEA, additional teachers of the child may attend. The following points should be considered in making this decision:

a. Generally, the number of participants at IEP meetings should be small. Small meetings have several advantages over large ones. For example, they (1) allow for more open, active parent involvement, (2) are less costly, (3) are easier to arrange and conduct, and (4) are usually more productive.

NOTE: In an informal examination of IEPs from five States, Department staff found that, on the average, IEP meetings were attended by four persons.

b. While large meetings are generally inappropriate, there may be specific circumstances in which the participation of additional staff would be beneficial. When the participation of the regular teachers is considered by the agency or the parents to be beneficial to the child's success in school (e.g., in terms of the child's participation in the regular education program), it would be appropriate for them to attend the meeting.

c. Although the child's regular teachers would not routinely attend IEP meetings, they should either (1) be informed about the child's IEP by the special education teacher or agency representative, and/or (2) receive a copy of the IEP itself.

18. *If a child's primary handicap is a speech impairment, must the child's regular teacher attend the IEP meeting?*

No. A speech-language pathologist would usually serve as the child's *teacher* for purposes of the IEP meeting. The regular teacher could also attend at the option of the school.

19. *If a child is enrolled in a special education class because of a primary handicap, and also receives speech-language pathology services, must both specialists attend the IEP meeting?*

No. It is not required that both attend. The special education teacher would attend the meeting as the child's *teacher.* The speech-language pathologist could either (1) participate in the meeting itself, or (2) provide a written recommendation concerning the nature, frequency, and amount of services to be provided to the child.

20. *When may representatives of teacher organizations attend IEP meetings?*

Under the Family Educational Rights and Privacy Act ("FERPA"; 20 U.S.C. 1232g) and implementing regulations (34 CFR part 99), officials of teacher organizations may not attend IEP meetings at which personally identifiable information from the student's education records may be discussed—except with the prior written consent of the parents. (See 34 CFR 99.30(a)(1).)

In addition, EHA-B does not provide for the participation of representatives of teacher organizations at IEP meetings. The legislative history of the Act makes it clear that attendance at IEP meetings should be limited to those who have an intense interest in the child. (121 Cong. Rec. S10974 (June 18, 1975) (remarks of Sen. Randolph).) Since a representative of a teacher organization would be concerned with the interests of the teacher rather than the interests of the child, it would be inappropriate for such an official[illegible]attend an IEP meeting.

21. *When may a handic[illegible]ped child attend an IEP meeting?*

Generally, a handicapped child should attend the IEP meeting whenever the parent decides that it is appropriate for the child to do so. Whenever possible, the agency and parents should discuss the appropriateness of the child's participation before a decision is made, in order to help the parents determine whether or not the child's attendance will be (1) helpful in developing the IEP and/or (2) directly beneficial to the child. The agency should inform the parents before each IEP meeting—as part of the *notice of meeting* required under § 300.345(b)—that they may invite their child to participate.

NOTE: The parents and agency should encourage older handicapped children (particularly those at the secondary school level) to participate in their IEP meetings.

22. *Do the parents of a handicapped student retain the right to attend the IEP meeting when the student reaches the age of majority?*

The Act is silent concerning any modification of the rights of a handicapped student's parents when the student reaches the age of majority. The Department is considering providing further guidance on this issue in a separate document.

23. *Must related services personnel attend IEP meetings?*

No. It is not required that they attend. However, if a handicapped child has an identified need for related services, it would be appropriate for the related services personnel to attend the meeting or otherwise be involved in developing the IEP. For example, when the child's evaluation indicates the need for a specific related service (e.g., physical therapy, occupational therapy, or counseling), the agency should ensure that a qualified provider of that service either (1) attends the IEP meeting, or (2) provides a written recommendation concerning the nature, frequency, and amount of service to be provided to the child.

NOTE: This written recommendation could be a part of the evaluation report.

24. *Are agencies required to use a case manager in the development of a handicapped child's IEP?*

No. However, some agencies have found it helpful to have a special educator or some other school staff member (e.g., a social worker, counselor, or psychologist) serve as coordinator or case manager of the IEP process for an individual child or for all handicapped children served by the agency. Examples of the kinds of activities which case managers might carry out are (1) coordinating the multidisciplinary evaluation; (2) collecting and synthesizing the evaluation reports and other relevant information about a child that might be needed at the IEP meeting; (3) communicating with the parents; and (4) participating in, or conducting, the IEP meeting itself.

25. *For a child with a suspected speech impairment, who must represent the evaluation team at the IEP meeting?*

No specific person must represent the evaluation team. However, a speech-language pathologist would normally be the most appropriate representative. For many children whose primary handicap is a speech impairment, there may be no other evaluation personnel involved. The comment following § 300.532 (*Evaluation procedures*) states:

> Children who have a speech impairment as their primary handicap may not need a complete battery of assessments (e.g., psychological, physical, or adaptive behavior). However, a qualified speech-language pathologist would (1) evaluate each speech impaired child using procedures that are appropriate for the diagnosis and appraisal of speech and language disorders, and (2) where necessary, make referrals for additional assessments needed to make an appropriate placement decision.

§ 300.345 Parent participation.

(a) Each public agency shall take steps to insure that one or both of the parents of the handicapped child are present at each meeting or are afforded the opportunity to participate, including:

(1) Notifying parents of the meeting early enough to insure that they will have an opportunity to attend; and

(2) Scheduling the meeting at a mutually agreed on time and place.

(b) The notice under paragraph (a) (1) of this section must indicate the purpose, time, and location of the meeting, and who will be in attendance.

(c) If neither parent can attend, the public agency shall use other methods to insure parent participation, including individual or conference telephone calls.

(d) A meeting may be conducted without a parent in attendance if the public agency is unable to convince the parents that they should attend. In this case the public agency must have a record of its attempts to arrange a mutually agreed on time and place such as:

(1) Detailed records of telephone calls made or attempted and the results of those calls.

(2) Copies of correspondence sent to the parents and any responses received, and

(3) Detailed records of visits made to the parent's home or place of employment and the results of those visits.

(e) The public agency shall take whatever action is necessary to insure that the parent understands the proceedings at a meeting, including arranging for an interpreter for parents who are deaf or whose native language is other than English.

(f) The public agency shall give the parent, on request, a copy of the individualized education program.

(20 U.S.C. 1401(19); 1412 (2)(B), (4), (6); 1414(a)(5).)

Comment. The notice in paragraph (a) could also inform parents that they may bring other people to the meeting. As indicated in paragraph (c), the procedure used to notify parents (whether oral or written or both) is left to the discretion of the agency, but the agency must keep a record of its efforts to contact parents.

26. *What is the role of the parents at an IEP meeting?*

The parents of a handicapped child are expected to be equal participants along with school personnel, in developing, reviewing, and revising the child's IEP. This is an active role in which the parents (1) participate in the discussion about the child's need for special education and related services, and (2) join with the other participants in deciding what services the agency will provide to the child.

NOTE: In some instances, parents might elect to bring another participant to the meeting, e.g., a friend or neighbor, someone outside of the agency who is familiar with applicable laws and with the child's needs, or a specialist who conducted an independent evaluation of the child.)

27. *What is the role of a surrogate parent at an IEP meeting?*

A surrogate parent is a person appointed to represent the interests of a handicapped child in the educational decision-making process when that child has no other parent

representation. The surrogate has all of the rights and responsibilities of a parent under EHA-B. Thus, the surrogate parent is entitled to (1) participate in the child's IEP meeting, (2) see the child's education records, and (3) receive notice, grant consent, and invoke due process to resolve differences. (See § 300.514, *Surrogate parents.*)

28. *Must the public agency let the parents know who will be at the IEP meeting?*

Yes. In notifying parents about the meeting, the agency "must indicate the purpose, time, and location of the meeting, and *who will be in attendance.* (§ 300.345(b), emphasis added.) Where possible, the agency should give the name and position of each person who will attend. In addition, the agency should inform the parents of their right to bring other participants to the meeting. (See Question 21, above, regarding participation of the child.) It is also appropriate for the agency to ask whether the parents intend to bring a participant to the meeting.

29. *Are parents required to sign IEPs?*

Parent signatures are not required by either the Act or regulations. However, having such signatures is considered by parents, advocates, and public agency personnel to be useful.

NOTE: A national survey conducted under contract with the Department indicates that, in practice, most IEPs are signed by parents.)

The following are some of the ways in which IEPs signed by parents and/or agency personnel might be used:

a. A signed IEP is one way to document who attended the meeting.

NOTE: This is useful for monitoring and compliance purposes.

If signatures are not used, the agency must document attendance in some other way.

b. An IEP signed by the parents is one way to indicate that the parents approved the child's special education program.

NOTE: If, after signing, the parents feel that a change is needed in the IEP, it would be appropriate for them to request another meeting. See Question 11, above.

c. An IEP signed by an agency representative provides the parents a signed record of the services that the agency has agreed to provide.

NOTE: Even if the school personnel do not sign, the agency still must provide, or ensure the provision of, the services called for in the IEP.

30. *If the parent signs the IEP, does the signature indicate consent for initial placement?*

The parent's signature on the IEP would satisfy the consent requirement concerning initial placement of the child (§ 300.504(b)(1)(ii)) only if the IEP includes a statement on initial placement which meets the definition of *consent* in § 300.500:

> *Consent* means that: (a) the parent has been fully informed of all information relevant to the activity for which consent is sought * * *
>
> (b) The parent understands and agrees in writing to the carrying out of the activity for which his or her consent is sought, and the consent describes that activity and lists the records (if any) which will be released and to whom; and
>
> (c) The parent understands that the granting of consent is voluntary * * * and may be revoked at any time.

31. *Do parents have the right to a copy of their child's IEP?*

Yes. Section 300.345(f) states that *the public agency shall give the parent, on request, a copy of the individualized education program.* In order that parents may know about this provision, it is recommended that they be informed about it at the IEP meeting and/or receive a copy of the IEP itself a reasonable time following the meeting.

NOTE: The National Committee for Citizens in Education reports that in a 1979 survey of approximately 2,500 parents of handicapped children in 46 States, nearly 60% indicated that a completed copy of the IEP had been made available for them to keep.

32. *Must parents be informed at the IEP meeting of their right to appeal?*

If the agency has already informed the parents of their right to appeal, as it is required to do under the prior notice provisions of the regulations (§§ 300.504–300.505), it would not be necessary for the agency to do so again at the IEP meeting.

- Section 300.504(a) of the regulations states that "written notice which meets the requirements under § 300.505 must be given to parents a reasonable time" before the public agency proposes or refuses "to initiate or change the identification, evaluation, or educational placement of the child or the provision of a free appropriate public education to the child."
- Section 300.505(a) states that the notice must include "(1) A full explanation of all procedural safeguards available to parents" under the due process provisions of the regulations (§§ 300.500–300.589).

The IEP meeting serves as a communication vehicle between parents and school personnel, and enables them, as equal participants, to jointly decide upon what the child's needs are, what will be provided, and what the anticipated outcomes may be. If, during the IEP meeting, parents and school staff are unable to reach agreement, the agency should remind the parents that they may seek to resolve their differences though the due process procedures under the Act.

NOTE: Section 300.506(a) states that "a parent or public educational agency may initiate a hearing on any matters described in § 300.504(a)(1) and (2)."

Every effort should be made to resolve differences between parents and school staff without resort to a due process hearing (i.e., through voluntary mediation or some other informal step). However, mediation or other informal procedures may not be used to deny or delay a parent's right to a due process hearing. (See § 300.506. *Impartial due process hearing.*)

33. *Does the IEP include ways for parents to check the progress of their children?*

In general, the answer is yes. The IEP document is a written record of decisions jointly made by parents and school personnel at the IEP meeting regarding a handicapped child's special education program. That record includes agreed upon items, such as goals and objectives, and the specific special education and related services to be provided to the child.

The goals and objectives in the IEP should be helpful to both parents and school personnel, in a general way, in checking on a child's progress in the special education program. (See Questions 37–43, below, regarding goals and objectives in the IEP.) However, since the IEP is not intended to include the specifics about a child's total educational program that are found in daily, weekly, or monthly instructional plans, parents will often need to obtain more specific, on-going information about the child's progress—through parent-teacher conferences, report cards and other reporting procedures ordinarily used by the agency.

34. *Must IEPs include specific checkpoint intervals* for parents to confer with teachers and to revise or update their children's IEPs?

No. A handicapped child's IEP is not required to include specific "checkpoint intervals" (i.e., meeting dates) for reviewing the child's progress. However, in individual situations, specific meeting dates could be designated in the IEP, if the parents and school presonnel believe that it would be helpful to do so.

Although meeting dates are not required to be set out in the IEP itself, there are specific provisions in the regulations and in this document regarding agency responsibilities in initiating IEP meetings, including the following:

(1) Public agencies must hold meetings periodically, but not less than annually, to review, and if appropriate, revise, each child's IEP (§ 300.343(d)); (2) there should be as many meetings a year as the child needs (see Question 10, above); and (3) agencies should grant any reasonable parental request for an IEP meeting (see Question 11, above).

In addition to the above provisions, it is expected that, through an agency's general reporting procedures for all children in school, there will be specific designated times for parents to review their children's progress (e.g., through periodic parent-teacher conferences, and/or the use of report cards, letters, or other reporting devices).

35. *If the parents and agency are unable to reach agreement at an IEP meeting, what steps should be followed until agreement is reached?*

As a general rule, the agency and parents would agree to an interim course of action for serving the child (i.e., in terms of placement and/or services) to be followed until the area of disagreement over the IEP is resolved. The manner in which this interim measure is developed and agreed to by both parties is left to the discretion of the individual State or local agency. However, if the parents and agency cannot agree on an interim measure, the child's last agreed upon IEP would remain in effect in the areas of disagreement until the disagreement is resolved. The following may be helpful to agencies when there are disagreements:

a. There may be instances where the parents and agency are in agreement about the basic IEP services (e.g., the child's placement and/or the special education services), but disagree about the provision of a particular related service (i.e., whether the service is needed and/or the amount to be provided). In such cases, it is recommended (1) that the IEP be implemented in all areas in which there is agreement, (2) that the document indicate the points of disagreement, and (3) that procedures be initiated to resolve the disagreement.

b. Sometimes the disagreement is with the placement or kind of special education to be provided (e.g., one party proposes a self-contained placement, and the other proposes resource room services). In such cases, the agency might, for example, carry out any one or all of the following steps:

(1) Remind the parents that they may resolve their differences through the due process procedures under EHA-B; (2) work with the parents to develop an interim course of action (in terms of placement and/or services) which both parties can agree to until resolution is reached; and (3) recommend the use of mediation, or some other informal procedure for resolving the differences without going to a due process hearing. (See Question 32, above, regarding the right to appeal.)

c. If, because of the disagreement over the IEP, a hearing is initiated by either the parents or agency, the agency may not change the child's placement unless the parents and agency agree otherwise. (See § 300.513, *Child's status during proceedings.*) The following two examples are related to this requirement:

(1) A child in the regular fourth grade has been evaluated and found to be eligible for special education. The agency and parents agree that the child has a specific learning disability. However, one party proposes placement in a self-contained program, and the other proposes placement in a resource room. Agreement cannot be reached, and a due process hearing is initiated. Unless the parents and agency agree otherwise, the child would remain in the regular fourth grade until the issue is resolved.

On the other hand, since the child's need for special education is not in question, both parties might agree—as an interim measure—(1) to temporarily place the child in either one of the programs proposed at the meeting (self-contained program or resource room), or (2) to serve the child through some other temporary arrangement.

(2) A handicapped child is currently receiving special education under an existing IEP. A due process hearing has been initiated regarding an alternative special education placement for the child. Unless the parents and agency agree otherwise, the child would remain in the current placement. In this situation, the child's IEP could be revised, as necessary, and implemented in all of the areas agreed to by the parents and agency, while the area of disagreement (i.e., the child's placement) is being settled through due process.

NOTE: If the due process hearing concerns whether or not a particular service should continue to be provided under the IEP (e.g., physical therapy), that service *would* continue to be provided to the child under the IEP that was in effect at the time the hearing was initiated, (1) unless the parents and agency agree to a change in the services, or (2) until the issue is resolved.

§ 300.346 Content of individualized education program.

The individualized education program for each child must include:

(a) A statement of the child's present levels of educational performance;

(b) A statement of annual goals, including short term instructional objectives;

(c) A statement of the specific special education and related services to be provided to the child, and the extent to which the child will be able to participate in regular educational programs;

(d) The projected dates for initiation of services and the anticipated duration of the services; and

(e) Appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether the short term instructional objectives are being achieved.

(20 U.S.C. 1401(19); 1412 (2)(B), (4), (6), 1414(a)(5); Senate Report No. 94-168, p. 11 (1975).)

36. *What should be included in the statement of the child's present levels of educational performance?*

The statement of present levels of educational performance will be different for each handicapped child. Thus, determinations about the content of the statement for an individual child are matters that are left to the discretion of participants in the IEP meetings. However, the following are some points which should be taken into account in writing this part of the IEP.

a. The statement should accurately describe the effect of the child's handicap on the child's performance in any area of education that is affected, including (1) academic areas (reading, math, communication, etc.), and (2) non-academic areas (daily life activities, mobility, etc.).

NOTE: Labels such as *mentally retarded* or *deaf* may not be used as a substitute for the description of present levels of educational performance.)

b. The statement should be written in objective measurable terms, to the extent possible. Data from the child's evaluation would be a good source of such information. Test scores that are pertinent to the child's diagnosis might be included, where appropriate. However, the scores should be (1) self-explanatory (i.e., they can be interpreted by all participants without the use of test manuals or other aids), or (2) an explanation should be included. Whatever test results are used should reflect the impact of the handicap on the child's performance.

Thus, raw scores would not usually be sufficient.

c. There should be a direct relationship between the present levels of educational performance and the other components of the IEP. Thus, if the statement describes a problem with the child's reading level and points to a deficiency in a specific reading skill, this problem should be addressed under both (1) goals and objectives, and (2) specific special education and related services to be provided to the child.

37. *Why are goals and objectives require in the IEP?*

The statutory requirements for including annual goals and short term objectives (Section 602(19)(B)), and for having at least an annual review of a handicapped child's IEP (Section 614(a)(5)), provide a mechanism for determining (1) whether the anticipated outcomes for the child are being met (i.e., whether the child is progressing in the special education program) and (2) whether the placement and services are appropriate to the child's special learning needs. In effect, these requirements provide a way for the child's teacher(s) and parents to be able to track the child's progress in special education. However, the goals and objectives in the IEP are not intended to be as specific as the goals and objectives that are normally found in daily, weekly, or monthly instructional plans.

38. *What are annual goals* in an IEP?

The annual goals in the IEP are statements which describe what a handicapped child can reasonably be expected to accomplish within a twelve month period in the child's special education program. As indicated under Question 36, above, there should be a direct relationship between the annual goals and the present levels of educational performance.

39. What are *short term instructional objectives* in an IEP?

Short term instructional objectives (also called *IEP objectives*) are measurable, intermediate steps between a handicapped child's present levels of educational performance and the annual goals that are established for the child. The objectives are developed based on a logical breakdown of the major components of the annual goals, and can serve as milestones for measuring progress toward meeting the goals.

In some respects, IEP objectives are similar to objectives used in daily classroom instructional plans. For example, both kinds of objectives are used (1) to describe what a given child is expected to accomplish in a particular area within some specified time period, and (2) to determine the extent to which the child is progressing toward those accomplishments.

In other respects, objectives in IEPs are different from those used in instructional plans, primarily in the amount of detail they provide. IEP objectives provide general benchmarks for determining progress toward meeting the annual goals. These objectives should be projected to be accomplished over an extended period of time (e.g., an entire school quarter or semester). On the other hand, the objectives in classroom instructional plans deal with more specific outcomes that are to be accomplished on a daily, weekly, or monthly basis. Classroom instructional plans generally include details not required in an IEP, such as the specific methods, activities, and materials (e.g., use of flash cards) that will be used in accomplishing the objectives.

40. *Should the IEP goals and objectives focus only on special education and related services, or should they relate to the total education of the child?*

IEP goals and objectives are concerned primarily with meeting a handicapped child's need for special education and related services, and are not required to cover other areas of the child's education. Stated another way, the goals and objectives in the IEP should focus on offsetting or reducing the problems resulting from the child's handicap which interfere with learning and educational performance in school. For example, if a learning disabled child is functioning several grades below the child's indicated ability in reading and has a specific problem with word recognition, the IEP goals and objectives would be directed toward (1) closing the gap between the child's indicated ability and current level of functioning, and (2) helping the child increase the ability to use word attack skills effectively (or to find some other approach to increase independence in reading).

For a child with a mild speech impairment, the IEP objectives would focus on improving the child's communication skills, by either (1) correcting the impairment, or (2) minimizing its effect on the child's ability to communicate. On the other hand, the goals and objectives for a severely retarded child would be more comprehensive and cover more of the child's school program than if the child has only a mild handicap.

41. *Should there be a relationship between the goals and objectives in the IEP and those that are in instructional plans of special education personnel?*

Yes. There should be a direct relationship between the IEP goals and objectives for a given handicapped child and the goals and objectives that are in the special education instructional plans for the child. However, the IEP is not intended to be detailed enough to be used as an instructional plan. The IEP, through its goals and objectives, (1) sets the general direction to be taken by those who will implement the IEP, and (2) serves as the basis for developing a detailed instructional plan for the child.

NOTE: See Question 56, below, regarding the length of IEPs.

42. *When must IEP objectives be written—before placement or after placement?*

IEP objectives must be written before placement. Once a handicapped child is placed in a special education program, the teacher might develop lesson plans or more detailed objectives *based* on the IEP; however, such plans and objectives are not required to be a part of the IEP itself.

43. *Can short term instructional objectives be changed without initiating another IEP meeting?*

No. Section 300.343(a) provides that the agency "is responsible for initiating and conducting meetings for the purpose of developing, reviewing, and *revising* a handicapped child's individualized education program" (emphasis added). Since a change in short term instructional objectives constitutes a revision of the child's IEP, the agency must (1) notify the parents of the proposed change (see § 300.504(a)(1)), and (2) initiate an IEP meeting. Note, however, that if the parents are unable or unwilling to attend such a meeting, their participation in the revision of the IEP objectives can be obtained through other means, including individual or conference telephone calls (see § 300.345(c)).

44. *Must the IEP include all special education and related services needed by the child or only those available from the public agency?*

Each public agency must provide a free appropriate public education to all handicapped children under its jurisdiction. Therefore, the IEP for a handicapped child must include all of the specific special education and related services needed by the child—as determined by the child's current evaluation. This means that the services must be listed in the IEP even if they are not directly available from the local agency, and must be provided by the agency through contract or other arrangements.

45. *Is the IEP a commitment to provide services—i.e., must a public agency provide all of the services listed in the IEP?*

Yes. Each handicapped child's IEP must include all services necessary to meet the child's identified special education and related services needs; and all services in the IEP must be provided in order for the agency to be in compliance with the Act.

46. *Must the public agency itself directly provide the services set out in the IEP?*

The public agency responsible for the education of a handicapped child could provide IEP services to the child (1) directly, through the agency's own staff resources, or (2) indirectly, by contracting with another public or private agency, or through other arrangements. In providing the services, the agency may use whatever State, local, Federal, and private sources of support are available for those purposes (see § 300.301(a)). However, the services must be at no cost to the parents, and resposibility for ensuring that the IEP services are provided remains with the public agency.

47. *Does the IEP include only special education and related services or does it describe the total education of the child?*

The IEP is required to include only those matters concerning the provision of special education and related services and the extent to which the child can participate in regular education programs. (NOTE: The regulations define *special education* as specially designed instruction to meet the unique needs of a handicapped child, and *related services* as those which are necessary to assist the child to benefit from special education.) (See §§ 300.14 and 300.13, respectively.)

For some handicapped children, the IEP will only address a very limited part of their education (e.g., for a speech impaired child, the IEP would generally be limited to the child's speech impairment). For other children (e.g., those who are profoundly retarded), the IEP might cover their total education. An IEP for a physically impaired child with no mental impairment might consist only of specially designed physical education. However, if the child also has a mental impairment, the IEP might cover most of the child's education

NOTE: The IEP is not intended to be detailed enough to be used as an instructional plan. See Question 41, above.

48. *If modifications are necessary for a handicapped child to participate in a regular education program, must they be included in the IEP?*

Yes. If modifications (supplementary aids and services) to the regular education program are necessary to ensure the child's participation in that program, those modifications must be described in the child's IEP (e.g., for a hearing impaired child, special seating arrangements or the provision of assignments in writing). This applies to any regular education program in which the student may participate, including physical education, art, music, and vocational education.

49. *When must physical education (PE) be described or referred to in the IEP?*

Section 300.307(a) provides that *physical education services, specially designed if necessary, must be made available to every handicapped child receiving a free appropriate public education.* The following paragraphs (1) set out some of the different PE program arrangements for handicapped students, and (2) indicate whether, and to what extent, PE must be described or referred to in an IEP:

a. *Regular P[illegible] non-handicapped students.* If a handicapped student can participate fully in the regular PE program without any special modifications to compensate for the student's handicap, it would not be necessary to describe or refer to PE in the IEP. On the other hand, if some modifications to the regular PE program are necessary for the student to be able to participate in that program, those modifications must be described in the IEP.

b. *Specially designed PE.* If a handicapped student needs a specially designed PE program, that program must be addressed in all applicable areas of the IEP (e.g., present levels of educational performance, goals and objectives, and services to be provided). However, these statements would not have to be presented in any more detail than the other special education services included in the student's IEP.

c. *PE in separate facilities.* If a handicapped student is educated in a separate facility, the PE program for that student must be described or referred to in the IEP. However, the kind and amount of information to be included in the IEP would depend on the physical-motor needs of the student and the type of PE program that is to be provided.

Thus, if a student is in a separate facility that has a standard PE program (e.g., a residential school for the deaf), and if it is determined—on the basis of the student's most recent evaluation—that the student is able to participate in that program without any modifications, then the IEP need only note such participation. On the other hand, if special modifications to the PE program are needed for the student to participate, those modifications must be described in the IEP. Moreover, if the student needs an individually designed PE program, that program must be addressed under all applicable parts of the IEP. (See paragraph "b", above.)

NOTE: The Department is considering the possibility of publishing a separate document on the PE requirement under the Act and regulations.

50. *If a handicapped student is to receive vocational education, must it be described or referred to in the student's IEP?*

The answer depends on the kind of vocational education program to be provided. If a handicapped student is able to participate in the regular vocational education program without any modifications to compensate for the student's handicap, it would not be necessary to include vocational education in the student's IEP. On the other hand, if modifications to the regular vocational education program are necessary in order for the student to participate in that program, those modifications must be included in the IEP. Moreover, if the student needs a specially designed vocational education program, then vocational education must be described in all applicable areas of the student's IEP (e.g., present levels of educational performance, goals and objectives, and specific services to be provided). However, these statements would not have to be presented in any more detail than the other special education services included in the IEP.

NOTE: Regulations under the Vocational Education Act provide that (1) certain funds available under that Act for vocational programs for handicapped persons must be used in a manner consistent with the State's plan under EHA-B, and (2) the five-year State Vocational Education Plan "shall describe how the program provided each handicapped child will be planned and coordinated in conformity with and as a part of the child's individualized education program as required by the Education of the Handicapped Act." See 34 CFR 400.141(f)(10), 400.182(f) (formerly 45 CFR 104.141(f)(10), 104.182(f)).

51. *Must the IEP specify the amount of services or may it simply list the services to be provided?*

The amount of services to be provided must be stated in the IEP, so that the level of the agency's commitment of resources will be clear to parents and other IEP team members. The amount of time to be committed to each of the various services to be provided must be (1) appropriate to that specific service, and (2) stated in the IEP in a manner that is clear to all who are involved in both the development and implementation of the IEP.

Changes in the amount of services listed in the IEP cannot be made without holding another IEP meeting. However, as long as there is no change in the overall amount, some adjustments in scheduling the services should be possible (based on the professional judgment of the service provider) without holding another IEP meeting.

NOTE: The parents should be notified whenever this occurs.

52. *Must a handicapped child's IEP indicate the extent to which the child will be educated in the regular educational program?*

Yes. Section 300.346(c) provides that the IEP for each handicapped child must include a "statement of * * * the extent to which the child will be able to participate in regular educational programs." One way of meeting this requirement is to indicate the percent of time the child will be spending in the regular education program with non-handicapped students. Another way is to list the specific regular education classes the child will be attending.

NOTE: If a severely handicapped child, for example, is expected to be in a special classroom setting most of the time, it is recommended that, in meeting the above requirement, the IEP include any non-curricular activities in which the child will be participating with non-handicapped students (e.g., lunch, assembly periods, club activities, and other special events).

53. *Can the anticipated duration of services be for more than twelve months?*

In general, the anticipated duration of services would be up to twelve months. There is a direct relationship between the anticipated duration of services and the other parts of the IEP (e.g., annual goals and short term objectives), and each part of the IEP would be addressed whenever there is a review of the child's program. If it is anticipated that the child will need a particular service for more than one year, the duration of that service could be projected beyond that time in the IEP. However, the duration of each service must be reconsidered whenever the IEP is reviewed.

54. *Must the evaluation procedures and schedules be included as a separate item in the IEP?*

No. The evaluation procedures and schedules need not be included as a separate item in the IEP, but they must be presented in a recognizable form and be clearly linked to the short term objectives.

NOTE: In many instances, these components are incorporated directly into the objectives.

OTHER QUESTIONS ABOUT THE CONTENT OF AN IEP

55. *Is it permissible for an agency to have the IEP completed when the IEP meeting begins?*

No. It is not permissible for an agency to present a completed IEP to parents for their approval before there has been a full discussion with the parents of (1) the child's need for special education and related services, and (2) what services the agency will provide to the child. Section 602(9) of the Act defines the IEP as a written statement *developed in any meeting* with the agency representative, the teacher, the parent, and, whenever appropriate, the child.

It would be appropriate for agency staff to come prepared with evaluation findings, statements of present levels of educational performance, and a recommmendation regarding annual goals, short term instructional objectives, and the kind of special education and related services to be provided. However, the agency must make it clear to the parents at the outset of the meeting that the services proposed by the agency are only recommendations for review and discussion with the parents. The legislative history of Pub. L. 94-142 makes it clear that parents must be given th[illegible]ortunity to be active participants in all [illegible]or decisions affecting the education of their handicapped children. (See, e.g., S. Rep. No. 168, 94th Cong. 1st Sess. 13 (1975); S. Rep. No. 455 (Conference Report), 94th Cong. 1st Sess. 47-50 (1975).)

56. *Is there a prescribed format or length for an IEP?*

No. The format and length of an IEP are matters left to the discretion of State and local agencies. The IEP should be as long as necessary to adequately describe a child's program. However, as indicated in Question 41, above, the IEP is not intended to be a detailed instructional plan. The Federal IEP requirements can usually be met in a one to three page form.

NOTE: In a national survey conducted under contract with the Department, it was found that 47% of the IEPs reviewed were 3 pages or less in length.

57. *Is it permissible to consolidate the IEP with an individualized service plan developed under another Federal program?*

Yes. In instances where a handicapped child must have both an IEP and an individualized service plan under another Federal program, it may be possible to develop a single, consolidated document: *Provided*, That (1) it contains all of the information required in an IEP, and (2) all of the necessary parties participate in its development.

Examples of individualized service plans which might be consolidated with the IEP are: (1) The Individualized Care Plan (Title XIX of the Social Security Act (Medicaid)), (2) the Individualized Program Plan (Title XX of the Social Security Act (Social Services)), (3) the Individualized Service Plan (Title XVI of the Social Security Act (Supplemental Security Income)), and (4) the Individualized Written Rehabilitation Plan (Rehabilitation Act of 1973).

58. *What provisions on confidentiality of information apply to IEPs?*

IEPs are subject to the confidentiality provisions of both (1) EHA-B (Section 617(c) of the Act; §§ 300.560-300.576 of the regulations), and (2) the Family Educational Rights and Privacy Act ("FERPA", 20 U.S.C. 1232g). An IEP is an *education record* as that term is used in the FERPA and implementing regulations (34 CFR part 99) and is, therefore, subject to the same protections as other education records relating to the student.

NOTE: Under Section 99.31(a) of the FERPA regulations, an educational agency may disclose personally identifiable information from the education records of a student without the written consent of the parents "if the disclosure is—(1) To other school officials, including teachers, within the educational institution or local educational agency who have been determined by the agency or institution to have legitimate educational interests * * *" in that information.

§ 300.347 Private school placements.

(a) *Developing individualized education programs.* (1) Before a public agency places a handicapped child in, or refers a child to, a private school or facility, the agency shall initiate and conduct a meeting to develop an individualized education program for the child in accordance with § 300.343.

(2) The agency shall insure that a representative of the private school facility attends the meeting. If the representative cannot attend, the agency shall use other methods to insure participation by the private school or facility, including individual or conference telephone calls.

(3) The public agency shall also develop an individualized educational program for each handicapped child who was placed in a private school or facility by the agency before the effective date of these regulations.

(b) *Reviewing and revising individualized education programs.* (1) After a handicapped child enters a private school or facility, any meetings to review and revise the child's individualized education program may be initiated and conducted by the private school or facility at the discretion of the public agency.

(2) If the private school or facility initiates and conducts these meetings, the public agency shall insure that the parents and an agency representative:

(i) Are involved in any decision about the child's individualized education program; and

(ii) Agree to any proposed changes in the program before those changes are implemented.

(c) *Responsibility.* Even if a private school or facility implements a child's individualized education program, responsibility for compliance with this part remains with the public agency and the State educational agency.

(20 U.S.C. 1413(a)(4)(B).)

59. *If placement decisions are made at the time the IEP is developed, how can a private school representative attend the meeting?*

Generally, a child who requires placement in either a public or private residential school has already been receiving special education, and the parents and school personnel have often jointly been involved over a prolonged period of time in attempting to find the most appropriate placement for the child. At some point in this process (e.g., at a meeting where the child's current IEP is being reviewed), the possibility of residential school placement might be proposed—by either the parents or school personnel. It both agree, then the matter would be explored with the residential school. A subsequent meeting would then be conducted to finalize the IEP. At this meeting, the public agency must ensure that a representative of the residential school either (1) attends the meeting, or (2) participates through individual or conference telephone calls, or by other means.

§ 300.348 Handicapped children in parochial or other private schools.

If a handicapped child is enrolled in a parochial or other private school and receives special education or related services from a public agency, the public agency shall:

(a) Initiate and conduct meetings to develop, review, and revise an individualized education program for the child, in accordance with § 300.343; and

(b) Insure that a representative of the parochial or other private school attends each meeting. If the representative cannot attend, the agency shall use other methods to insure participation by the private school, including individual or conference telephone calls.

(20 U.S.C. 1413(a)(4)(A).)

NOTE: The Department is considering publishing a separate document concerning the education of handicapped children placed in parochial or other private schools by their parents. Questions concerning IEPs for

those children would be addressed in that document.

§ 300.349 Individualized education program—accountability.

Each public agency must provide special education and related services to a handicapped child in accordance with an individualized education program. However, Part B of the Act does not require that any agency, teacher, or other person be held accountable if a child does not achieve the growth projected in the annual goals and objectives.

(20 U.S.C. 1412(2)(B); 1414(a) (5), (6); Cong. Rec. at H 7152 (daily ed., July 21, 1975).)

Comment. This section is intended to relieve concerns that the individualized education program constitutes a guarantee by the public agency and the teacher that a child will progress at a specified rate. However, this section does not relieve agencies and teachers from making good faith efforts to assist the child in achieving the objectives and goals listed in the individualized education program. Further, the section does not limit a parent's right to complain and ask for revisions of the child's program, or to invoke due process procedures, if the parent feels that these efforts are not being made.

60. *Is the IEP a performance contract?*

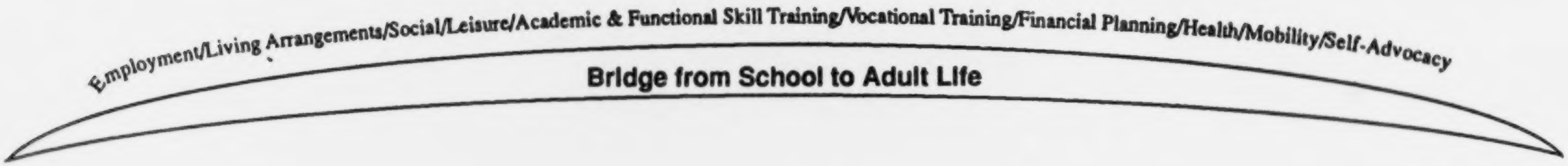
No. Section 300.349 makes it clear that the IEP is *not* a performance contract that imposes liability on a teacher or public agency if a handicapped child does not meet the IEP objectives. While the agency must provide special education and related services in accordance with each handicapped child's IEP, the Act does not require that the agency, the teacher, or other persons be held accountable if the child does not achieve the growth projected in the written statement.

[46 FR 5461, Jan. 19, 1981]

Appendix K

The Transition Process

The Transit[illegible] Process
Developed Through the Iowa Transition Initiative


Employment/Living Arrangements/Social/Leisure/Academic & Functional Skill Training/Vocational Training/Financial Planning/Health/Mobility/Self-Advocacy
Bridge from School to Adult Life

Age 12

Awareness
- Create awareness of why it's important to begin thinking about the future and set up contacts prior to graduation.
- Help individuals and their parents become aware of community resources and set up contacts prior to graduation.

Age 13

Identification of Need
- Assist the student and parents to develop goals in not just academic areas, but others including social, working, living, leisure, and self-advocacy.
- Identify skills student already possesses to reach his/her goals and those skills he/she needs to work on.

Age 14

Planning
- Develop or revise an existing transition plan with the student that builds on the goals and skills identified at age 13. Include annual goals and short-term objectives for each goal so the student knows what he/she is working towards and why.

.... to ....

Implementation & Monitoring
- Track individual's progress toward his/her goals and the services being provided to help him/her attain those goals.
- Ensure that meetings of multi-disciplinary team are held at least once yearly and more often as needed to modify transition plan.
- Ensure that as individual approaches graduation, options in working, living, and social opportunities are ready and in place for him/her to move into upon exiting the school system.

Evaluation
- Evaluate individual's goals to ensure that they continue to be what the individual wants to strive for. If not, ensure that process is in place to modify plan promptly and accordingly.
- Evaluate the individual's practice of skills to ensure that they are attainable for the individual and continue to relate to the goals desired by individual.
- Evaluate satisfaction of individual and his/her parent(s) with the transition process.
- Evaluate multi-disciplinary team members' satisfaction and involvement with transition process.
- Evaluate the coordination of services.

Adult Life

Networking in Adult Life
- Ensure that individual is aware of whom to call and when if needed.
- Ensure that area service agency personnel communicate with others on an ongoing basis to serve as a network for individuals to use as needed.
- Ensure that areas continue follow-along studies to track the effect of transition planning over time and make modifications to that process as needed.
- Expand efforts to implement a follow-along process whereby ongoing support & re-entry into the transition planning process can recur as needed by individuals.

Each step in the process builds on what was done previously, preparing the individual for adult life. The transition process is accomplished through the cooperative planning efforts of the following representatives at least on a once a year basis and more often if needed:

Multi-Disciplinary Team
- Individual
- Parents
- Educators
- Area Service Providers
- Transition Advisory Board

For further information, contact
IOWA TRANSITION INITIATIVE
Drake University
Mountain Plains Regional Resource Center
Des Moines, IA 50311
515/271-3936
Dee Skeens, Director

Appendix L

Transition Planning Attachment

IEP Student:____________________ Date:__________ (Page ____ of ____)

TRANSITION PLANNING ATTACHMENT*

DRAFT

"Projected" Adult Living and Working Environments______________________________________

____

____

Needed Transition Services, Support, and/or Skill Development

☐ Transition services and/or support are needed in the areas checked below. Each area reflects whether it is a present or future need of this student. Present Levels of Educational Performance, as well as goals and objectives in those areas checked as a present need, are included in this IEP.

Present Need	Future Need		Page # of Corresponding Goals/Objectives in IEP
____	____	Employment	____________
____	____	Living Arrangements	____________
____	____	Social	____________
____	____	Leisure	____________
____	____	Academic/Functional Skill Training	____________
____	____	Vocational Training	____________
____	____	Financial Planning	____________
____	____	Health	____________
____	____	Mobility	____________
____	____	Self Advocacy	____________

☐ The team feels that no transition services and/or support are needed at this time because:

____

____

Interagency Responsibilities and/or Linkages

Involvement of the following organizations/agencies is necessary to meet the student's present or future needs identified above. This involvement may range from information gathering to actual initiation of a formal referral. (Written consent is required before any information is released.)

Agency	Purpose	Team Member Responsible To Make Contact	By When	Date Contact Completed
______	__________	______________	_____	☐
______	__________	______________	_____	☐
______	__________	______________	_____	☐
______	__________	______________	_____	☐

* Developed by the Iowa Transition Initiative (11/26/91)

USE OF THIS FORM

As with any part of the Individual Education Plan (IEP), the transition component can only be completed as a team effort, with the student, his/her family, and adult service providers as active members of the IEP team. Student and family involvement is absolutely critical, since after high school the success of transition follow-through will depend primarily on them. The Transition Planning Attachment should not be completed until discussion with the student and family has occurred. Each potential area of need should also be discussed with the student and family prior to the writing of goals, in order that IEP goals and objectives will reflect the student's needs and preferences.

Suggested Terminology for "Projected" Living and Working Environments

Listed below are some of the more common living and working environments. There are many other options, and the IEP team should work with the student and family to determine options tailored to the individual's interests and goals.

Possible adult living environments might include, but are not limited to, the following: independent living (with no support, limited support, or ongoing support); living with parents/relatives; supervised apartment; group home.

Possible working environments might include, but are not limited to, the following: competitive employment (with minimal or no support); supported employment (with daily support or infrequent support); sheltered employment. If possible, specify the career area, if the student can identify.

Areas of Need from the Iowa Transition Model

Listed below are examples of the types of skills that might be included in the areas listed under Needed Transition Services, Support, and/or Skill Development.

Employment: Basic work behaviors, such as endurance and working continuously, responding appropriately to instructions; ability to work under pressure, showing up on time; and coming to work everyday

Living Arrangements: Daily living skills needed to function in living environments, such as cooking, cleaning, caring for personal needs, etc.

Social: Skills needed to participate and interact in social activities in a variety of settings

Leisure: The skills, interests, and self expression of the individual that can lead to enjoyable and constructive use of leisure time

Academic/Functional Skill Training: Basic reading, writing, and math skills needed to function in adult living and working environments

Vocational Training: Academic skills and specific vocational skills that would be needed in specific occupations or clusters of occupations. Knowledge of occupational alternatives and self awareness of preferences and abilities related to occupational alternatives

Financial Planning: Skills such as money management, record keeping, and insurance planning

Health: Skills needed to maintain the full range of physical and mental well-being of an individual, such as selecting appropriate health care professionals, determining whom to contact in the case of an emergency, and personal hygiene skills

Mobility: Skills the individual needs to interact and travel within and outside of the community

Self-Advocacy: Skills needed to act as one's own advocate

Appendix M

Abbreviations and Glossary

Abbreviations

A.E.A. or AEA	Area Education Agency
C.F.R. or CFR	Code of Federal Regulations
M.D.T. or MDT	Multidisciplinary Team
E.Y.S.E. or EYSE	Extended Year Special Education
I.A.C. or IAC	Iowa Administrative Code
I.D.E.A. or IDEA	Individuals with Disabilities Education Act
I.E.P. or IEP	Individualized Education Program
L.E.A. or LEA	Local Education Agency
L.R.E. or LRE	Least Restrictive Environment
O.S.E.P. or OSEP	Office of Special Education Programs
O.S.E.R.S. or OSERS	Office of Special Education and Rehabilitation Services
P.L. or PL	Public Law
R.R.C. or RRC	Regional Resource Center
S.E.A. or SEA	State Education Agency
U.S.C. or USC	United States Code
U.S.D.O.E. or USDOE	United States Department of Education

Glossary of Terms

academic areas: those areas of information and related skills such as arithmetic, reading, language arts, science, social studies, history

accuracy: correctness; a level of competence at which the student is working on being correct or performing with few or no errors

aim dates: dates at which specific objectives or goals will be attained

annual reviews: it is mandated that all IEPs are reviewed annually and goals and objectives determined for the new year

assistive technology: any item, piece of equipment, or product system that is used to increase, maintain, or improve functional capabilities of individuals with disabilities

automaticity: the level of performance in which the student applies a skill or knowledge efficiently in natural situations

behavior: the way a person acts; as a component of an objective, terms which reflect the exact movements the student will perform are considered behavioral statements

calibration: determining the size of an objective or goal; the term "slicing" often is used synonymously

Code of Federal Regulations: an official federal document which specifies laws enacted by Congress, and in particular, responds to questions regarding IEPs

commitment of resources: the legal promise of providing stated services; a representative of the school district who can commit resources must attend the IEP meeting

communication: the exchange of information and opinions between and among individuals; the IEP process is designed to include a multidisciplinary evaluation and the active involvement of parents and oftentimes the student; this means that the transmittal of information must be planned and carried out in a manner that enables all members of the team to participate fully

compliance: being in concert with the intent of the law; the IEP process and IEP product may be viewed in terms of compliance and best practice

conditions: the precise situations/circumstances under which a behavior will occur; a description of the materials, equipment, people, and so on that constitute the setting for pupil performance

conflict resolution: the finding of solutions to differences between and among individuals

content: the substance of instruction; that which will be learned is often referred to as the content of instruction; content may refer to academic or non-academic skills and knowledge

criteria: the standard which must be achieved; criteria may be stated in terms of percentage correct and incorrect, the rate of performance, the duration of performance, the time by which a specific level of performance will be expected, and so on; objectives must state specific criteria so the IEP team and student will know when an objective has been achieved

curriculum-based statements: statements which refer to the student in terms of his/her performance in the curriculum

declassification: the label of a given disability is removed based on a multidisciplinary assessment (or achievement of exit criteria) and the student is no longer eligible for special education

direct relationship: a relationship in which positive or negative movement in one factor affects another factor in a consistent manner

disability: the preferred term for identifying an individual whose functioning in one or more areas is sufficiently discrepant from his or her peers so as to require special education. Students and adults are referred to as "individuals with disabilities" versus "the disabled"

domains: major areas of skill and/or knowledge which can be grouped together conceptually

E.H.A.: Education of Handicapped Children Act (see P.L. 94-142); the most cited Act pertaining to the education of students with disabilities

eligibility decisions: decisions which rely to a great extent on formal testing and evaluation and result in the determination of whether a student has a disability or not (and can or cannot receive a special education program)

evaluation: a multidisciplinary evaluation (assessment) of a student is required prior to placement in special education; that is, an assessment is needed for a placement decision. Data also are required to determine the appropriateness of interventions for a given student; such data may come from comprehensive assessment or from other assessment tools (e.g., curriculum tests, teacher observation, parent views).

examples: illustrations of a concept that include all of the essential features of a concept; accurate or quality illustrations/models of a concept

extended school year special education: special education and/or support and related services provided in identified critical areas for students with disabilities who would fail to maintain a critical skill as a result of the interruption in services (for more than three weeks)

general education: regular education; the educational program offered to students in the mainstream

generalization: the demonstration of the use of knowledge or a skill in situations in which the knowledge or skill was not originally learned; sometimes used interchangeably with the term "application"

graduation notice: a statement of the projected date of graduation and the criteria for graduation which is part of the IEP at least 18 months prior to the anticipated graduation date

handicap: the term used for disability in Public Law 94-142, the Education of Handicapped Children Act of 1975. Today this term has a somewhat negative connotation which implies that the individual is "unable;" and, therefore, disability is used in its place.

IDEA: the act which extends P.L. 94-142; the Individuals with Disabilities Education Act of 1990 which provides guidelines and legal requirements for identifying and serving individuals with disabilities

identify: a level of performance which only requires the student to recognize the correct response, rather than "produce" the response

individualized: planned and presented specifically to meet the needs of a given student

individualized education program (IEP): an IEP is mandated for all students with disabilities and is a yearly plan formulated jointly by parents and the school district multidisciplinary team

inservice: courses and training provided to professionals who have completed a program resulting in certification or licensure often given during the time of employment

integrated (school) setting: classrooms or other situations which include individuals who do not have disabilities and those who do

intervention decisions: decisions the IEP team makes regarding the type of interventions to be employed in behalf of a given student

Iowa Transition Initiative: an across-agency effort which promotes the use of a best practices Transition Model with individuals receiving special education to assist them in their movement from school to adult life

itinerant services: these services may be provided in the schools or at a home or hospital site; school itinerant services are those provided by a professional who is not full-time at the service program in which the student is placed; hospital/home itinerant services are provided by special education teachers under conditions which preclude the student attending their usual educational program

least restrictive environment (LRE): the educational setting which provides greatest exposure to and interaction with regular education students and persons without disabilities, yet enables the student with a disability to receive an appropriate education

levels of competence: three levels of competence--accuracy, mastery, and automaticity--should be considered when formulating IEPs

management: the oversee and coordination of programs and services and their evaluation; one of the functions of the IEP is to provide a tool for program and progress monitoring and oversight

mastery: a level of competence in which the student is performing both accurately and fluently

measurable: behavior that is directly observable and can be quantified (e.g., counted, weighed, etc.)

multidisciplinary team: a team of professionals from different disciplines (e.g., medicine, social work, education, physical therapy) who assess and work together to prescribe/plan and sometimes intervene/teach individuals with disabilities

non-academic areas: areas such as music, art, physical education; vocational education is sometimes placed in this category although many academic skills may be used in different training for different vocations

non-examples: illustrations/models of a concept which in some way (or ways) convey inaccurate information about the concept

objective: that which is known or observable (versus having to do with the mind); objectives in education refer to statements which include a behavior component, the conditions under which the behavior will occur, and the criteria for satisfactory performance

P.L. 94-142: Public Law 94-142 is known as The Education of Handicapped Children Act of 1975 which provides for a free, appropriate education for all children with handicapping conditions (amended by the IDEA)

PLEP: Present levels of educational performance; PLEP statements are included in IEPs as the basis from which goals and objectives are derived; PLEP statements link the comprehensive evaluation to the determination of annual goals and objectives

preservice: courses and training that occur prior to certification or licensure

process: the procedure by which something is attained

produce: a level of responding which requires that the student execute a behavior that demonstrates the ability to express the skill/knowledge of interest (e.g., to say or write versus to recognize or find)

product: a visible outcome; in the IEP process a product is a visible outcome of planning and instruction on a student's skills and knowledge

progress objective: an objective which includes a specific target date for being reached

prototype: a working model or example

quality: the dimension of a service or product that distinguishes it positively along a continuum of poor to excellent; the dimension of service that goes beyond the letter of the law to provide the best or "state of the art" service or product

Renewed Service Delivery System (RSDS): An initiative in the state of Iowa which calls for the restructuring of services to students with mild disabilities and those who traditionally have been referred to as at-risk; services are to be provided in the least restrictive environment (i.e., the general/regular education classroom)

resource teaching program: in this program students are enrolled in the regular education program for most of the day and receive special education on a part-time basis

self-contained special class: this program is conducted at a common site/classroom for students with severe disabilities who have similar education needs

self-contained special class with little integration: a program for students with relatively severe disabilities and similar needs who would benefit from limited participation in a regular classroom

self-contained with integration: programs for students with similar needs who would benefit from participation in the general education curricula in one or more academic areas

shortened school day: any school day which is less than five and one-half hours is considered a shortened school day and must be justified on the IEP; transportation difficulties do not justify a shortened school day

So What Test: By asking the question, "So what?" the IEP team can better determine whether a particular goal or objective is important and relevant; the So What Test helps to determine the validity of a goal or an objective

special adaptations: adaptations that will enable the pupil to be served in general education such as intensive short-term special education, interpreters for the hearing impaired, visual aids and curricular adaptations, educational aides, and specialized or modified instructionally related equipment

special class with integration: a special education program for students whose educational needs are similar and who can benefit from participation in general education in one or more subject areas

special education: an educational program especially designed to enable a student with a disability to receive an appropriate education

specially designed instruction: curricula and/or strategies that have been modified to especially meet the unique learning needs and learner characteristics of a given student with a disability

staffing team: the IEP team; the team of persons who determines what will go into the IEP including the parent/guardian and student, if appropriate

Stranger Test: by considering whether or not a "stranger" would understand a PLEP, goal, or objective statement, the IEP team is more likely to arrive at a measurable objective

supplemental services: services provided by special education personnel such as consultation to the regular classroom, supervision and training of aides, inservice training of faculty, parent and pupil counseling, curriculum development/adaptation, and coordination of community and school services

support and related services: according to IDEA, such services as transportation, speech pathology and audiology, psychological services, physical and occupational therapy, therapeutic recreation, and medical and rehabilitation counseling; these services augment, supplement, or support general or special education for pupils with disabilities

Transition planning team: the IEP team (including the student) and other youth and adult providers who are or will be instrumental in designing transition goals and objectives, procedures, and evaluation methods

Transitions: specific periods of time when a student moves from one type of service, program, or living arrangement to another; the time between 12 years old and adulthood when preparations must be made for facilitating successful movement from a school environment to an adult life environment is an especially important transition

Utility: the validity or usefulness of something